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Status of Adult Education in the Public School System of Chicago, 1928-1930

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by

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES (Continued)

INTRODUCTION

STATEMENT OF PROBLEM.

The subject chosen for this thesis, "The Status of Adult Education in the Public School System of Chicago 1928-29," is but a limited phase of the great problem of adult education which during the past five years has attracted the interest and enlisted the efforts of some of our most progressive educators. The purpose of the study is to determine, in as far as possible, what plans of adult education have been inaugurated in the Chicago Public School System; what program is now in operation; and what facilities exist to meet such future developments as may be forecast by present tendencies.

The term "adult education" is in general use in the United States. It occurs recurrently in our newspapers, periodicals and educational journals. "Everybody nowadays is in favor of adult education in general. But at this initial point the unanimity proceeds to dissipate itself. One person sees in adult education chiefly a means of bringing the Mountain Whites and other persons of neglected education up to the democratic level of literacy. Another would enlist adult education in the cause of Americanization of our alien population. Still others regard improvement in the technical proficiency of the working population as the most important function of adult education. And of late we hear more and more of adult educa-

tion as a means of keeping one's mental equipment polished and fit" (42:237). The term is broad and no definition has been officially adopted. Yet the term has become crystallized in the minds of educators and its limits are fairly well defined. Adult education broadly construed means "purposeful and sustained effort by the student for the increase of knowledge, skill and appreciation" (69:1).

In the words of John W. Herring, "If permitted the audacity of a definition of American adult education, we would describe it as the voluntary and democratic effort of multitudes of normal groups and individuals to establish a happier and richer social living in the strenuous American scene" (40:731).

Fundamental in any program of adult education is the conception of education not as a preparation for life, and consequently limited to the years of youth, but of education as the "continuous mind expansion and adjustment" necessary for personal progress and social co-operation throughout all of life (27:3).

Childhood, as the period of formal education, presents advantages. It places equipment in the hands of the individual at the outset of his work, and it withdraws him from active competition during the period when his efforts are of the lowest economic value to society. In the child there is less conflict between natural appetites and idealism, and,

being dependent, he more readily accepts control. He is unhampered by the need of unlearning bad habits (17:183-4). But Joseph K. Hart in his book on Adult Education maintains: "This doctrine that education has primarily to do with the training of children has little if any support in history, it has small basis in psychology, and it certainly gets little support from practical experience" (6:52).

Dr. Robert L. Cooley, Director of the Milwaukee Vocational School, speaking at the fifth annual meeting of the American Association for Adult Education in Chicago in May, 1930, made a very strong appeal for the continuation school as the first rung of the ladder of adult education. But the more commonly accepted opinion places the age period of adult education as the period beyond sixteen years, which is the average age limit for compulsory school attendance in the United States. "The Federal Smith Hughes Act, which grants aid in three subsidized fields of vocational education, specifically names sixteen years as the minimum age for entrance to evening industrial classes (4:6). For the purposes of this study, however, we exclude the continuation schools and consider only those groups in the Public School System of Chicago which are composed wholly or in part of individuals over compulsory school age.

No effort is made to establish the learning ability of adults. After a study of Dr. Thorndike's report of his extensive experiments at Teachers College, Columbia University, we

seem justified in assuming the learning ability of adults, at least to the age of fifty-five, to be an established fact. Assuming that adult education is both possible and desirable, we limit this study to the consideration of what Chicago Public Schools have contributed to the advancement of adult education during the years 1928-30.

The period 1928-30 seems broad enough to give a fairly adequate view of the field, yet sufficiently limited to make possible the collection of data, accurate and complete enough to warrant reasonably reliable conclusions.

To evaluate properly the Chicago program it seems necessary to have some conception of the larger movement, of which our material forms but a fragmentary part. Even the briefest survey shows a surprisingly large number of agencies active in the field of adult education. Data on this background material for the special study of this paper were acquired by consulting the literature in the field. Data on the particular problem of the Chicago program of adult education were obtained through consulting the budget allowances and various statistical reports of the Board of Education, and through interviews with those in charge of the various departments of adult education in Chicago public schools. Correlating data were obtained through interviews with those in charge at the Readers Bureau of the Public Library, the U. S. Census Bureau and the annual meeting of the American Association for Adult

Education. In obtaining research information through correspondence and interview one finds difficulty in obtaining accurate figures and complete data, but the loss created by occasional blanks in our report seems more than offset by the value of the opinions of those actually working in the field under investigation.

CHAPTER I

THE FIELD OF ADULT EDUCATION.

Although one might say that adult education had its origin in the first Massachusetts Lyceum in 1826, as a conscious forcible movement, it is a development of the past three years (27:3). In 1924 the Carnegie Corporation of New York, an organization dedicated to the increase of learning and the advancement of civilization, undertook a series of research studies covering practically every aspect of adult education. The results of this extensive research are now published in five volumes. A series of conferences in adult education were held during 1925 and 1926 and through these efforts of the Carnegie Corporation, the American Association for Adult Education was formed in March, 1926. This association issues the American Journal of Adult Education and serves as a sort of clearing house for all activities and ideas associated with the movement for adult education. In 1928 the National Educational Association gave recognition to the movement by establishing a department of adult education, and in the summer of 1929 the Teachers College of Columbia University responded to the need for organized systematic work in the field of adult learning by the establishment of two courses, both of graduate level. One course, as described in the catalog of the college, dealt with

"proposals, undertakings and accomplishments in adult education," and was given in co-operation with the American Association of Adult Education; the other dealt with "the organization and administration of adult education under public school auspices" and was given in co-operation with the New York State Educational department. These courses are to be continued at Columbia during the summer of 1930 and a demonstration class in adult education for the foreign born is also offered.

Among the earlier organizations in the field of adult education are the evening schools; the urban university; the university extension courses; the American Library Association, and the correspondence schools.

One of the more recent, and one of the most outstanding, is the Radio which is rapidly gaining recognition as a very vital and valuable force in education. Upon the recommendation of the American Association for Adult Education, the Carnegie Corporation set aside $15,000 to finance research and experimental work to determine the value of the radio as an educational factor. The National Broadcasting company cooperated by giving access to all records and giving air time for experiments. Under the leadership of Levering Tyson, field representative of the American Association for Adult Education, and Associate Director, University Extension,

Columbia University, and John M. Russell of Ginn & Company, experiments have been carried on to determine the type of material most adaptable to the radio method, and also the most advantageous plan of presenting the material. To avoid duplication of time and effort, the research workers of this group are co-operating with those carrying on similar experiments inaugurated by the Department of the Interior (23:6).

In May 1929 Dr. Ray Lyman Wilbur, Secretary of the Interior, appointed an advisory committee on Education by Radio. This committee under the chairmanship of Dr. William John Cooper, Commissioner of Education, undertook a survey of the entire field of broadcasting in education (59:9).

Dr. Tyson in his report, which has recently been published, incorporates material assembled by both the American Association and the Government Committee.

Through this work a National Advisory Council on Radio in Education has been established. This council hopes to establish local councils as clearing houses for radio education. "Through the generosity of John D. Rockefeller, Jr. and the Carnegie Corporation of New York, a budget of $50,000 has been provided for the first year of the council's activity(23:6). One does not need to await the research reports, however, to recognize the tremendous significance of the radio in the educational field.

An attempt was made by the research workers to obtain a cross-section of educational broadcasting. The study covered

a period of six months, September 3 to December 31, 1929. During this period eleven hundred and sixty-nine programs were reported as having educational significance. Leading in popularity were: health, one hundred and twenty-six programs; home economics, one hundred and three; English, one hundred and one; and music, eighty-four programs (60:94-95).

During the past year the National League of Women Voters has broadcast from twenty-six stations scattered throughout the country, a series of political talks. Through the co-operation of the Library Board, reading lists were given out in connection with these lectures, and as many as one thousand, one hundred and twelve requests were received for one list alone. The National Educational Journal of February 1930 lists one hundred and nine educational broadcasts for that month alone. The great variety of interests represented in the field of radio education is indicated by the following representative daily programs.

Tuesday, February 25,1930

9:10-9:30amCST Chicago Public Schools WMAQ
11:30amEST Timely Topics - Senator Capper CBS
2-3pmCST Ohio School of the Air WLW WEAO
3:30pmEST For Your Information CBS
10:30pmEST Dept. of Superintendent - Atlantic City NBC

Wednesday, February 26, 1930

3-5pmPST Univ. of Southern California KEJK
9pmEST Dept. of Superintendence - Atlantic City CBS

A second and very prominent phase of the current work in adult education is Rural Adult Education. John D. Willard, as research associate of the American Association for Adult Education, traveled throughout the country studying conditions of adult education in rural districts. The report of his work was one of the most interesting and important themes for discussion at the 1930 annual meeting of the American Association for Adult Education. Many important phases of rural adult education were discussed: the Community score card; the State library service to rural districts; community health and welfare work; co-ordinating agricultural and University extension; and leader training.

The third outstanding field of activity at the present time is that of the alumni and adult education. Dr. Shaw of Michigan has led the research in this direction, and as a result of a study made possible by a Carnegie grant of $10,000, has published a very interesting survey of the field.

Plans proposed to maintain the interest of the alumni in an educational program have been successfully promoted by Michigan, Dartmouth, Princeton, Columbia, Ohio State, Pittsburgh, Adelphia College and Mells College (70:123). Lafayette established its alumni college in 1928. Vassar called its alumnae to educational conference in 1921, 1924 and 1925. Radcliffe called conferences in 1928 and 1929, while Smith has for the past five years carried on a successful reading

program among the alumnae. The American Association of University Women has been interested in adult education since its founding in 1882, but has placed especial emphasis upon adult education only since 1922, when Dr. Frances Fenton Bernard, as educational secretary, undertook a definite program of development (54:62)

It is evident that considerable interest has been aroused in this special field of alumni education. Willard B. Shaw in his "Survey of Alumni and Adult Educations" says: "the continued education of the alumni, their acceptance as an integral part of the college or university as an institution of higher education, and the setting up of a program to make a contact with the graduate body on this basis are still for the most part matters of the future" (54:106). Yet, he continues: "The old tight compartments in education are passing. We are realizing more and more that education is a life-long process and that the four years of undergraduate curriculum must, in the nature of things, be merely an introduction" (54:109).

Alumni education, therefore, as well as radio and rural education, have been the outstanding points of discussion in the field of adult education during the current year. But in contrast to the professional and cultural interests of these fields, we have the older problem of the illiterate and of the worker.

In 1921 a group of union workers and educational leaders in New York organized the Workers Educational Bureau of America to promote education and to raise the social standards of the workers. The workers Movement is still embryonic and rather vague as to its ultimate purpose. The leaders of the group seem to follow two distinct lines of thought; one is frankly radical and aims to train the workers first to acquire industry and then control it; the other trend is less clearly defined and aims, in as far as its aims have been formulated, to offer greater educational and social opportunities to the worker (7:236). The West as well as the East is experimenting along this line of development. The extension department of the University of California is co-operating with the Federation of Labor to offer a program of study to workers.

Beyond these three outstanding phases of the movement, many other programs of adult education,- the forum, the library, the Bryn Mawr summer school for working girls, prison education, schools in various industrial plants, parent education, little theatre groups, foreign groups,- would prove researches of considerable interest, were they not far afield from the real problem of this thesis.

Each of the many agencies in the field of adult education is attempting to answer some one particular need in the movement. The work of its very nature must be loosely organized,

yet one finds at the present time a decided trend toward state and community control. Since 1925 there has been a marked development of interest in adult education shown in the various state legislatures. In that year a national survey of state programs of adult education was made. Questionaires were sent to the state superintendents, asking questions which covered the following points:

1. State legislation favoring the work.
2. " educational leadership.
3. " financial assistance.
4. Number of local communities providing adult classes.
5. " of adult students enrolled in 1923 and 1924.
6. State teacher training help for adult classes.
7. Present outlook for this work (5?:36).

Returns were sent in from forty-four states and from Alaska, Virgin Islands, the Canal Zone and Hawaii. The replies indicate that thirty-four states had then enacted legislation favoring adult schools; twenty-seven states furnished leadership and twenty-four states were giving financial aid. Within the past few months the governor of Illinois signed a bill making it possible to appropriate state funds for adult education. In 1925 fourteen states conducted special teacher training courses for adult schools, and since then there has been steady growth in state interest in all

phases of adult education.

But state interest has been in some cases far outdistanced by local community developments. Many cities have carried on extensive surveys. Chester County, Penn., recently made a survey which led to a series of community surveys, then to a county dramatic league and to a county library service (24:13). Brooklyn sent out over six thousand questionaires in a study of its industrial groups. Dallas, Texas, has two well established organizations interested in adult education: the Civic Federation of Dallas and the Dallas Institute. St. Louis, Nashville and Buffalo have very successful organizations. In Chicago the Adult Education Council has been recently established under the leadership of Fred Atkins Moore.

However, the outstanding example of communtiy co-operation in adult education is that of Cleveland. The initial survey was made in that city in 1924,and as a result of the investigation,the Cleveland conference of Educational Co-operation was established and steps were taken to launch a splendid program of adult education along social and cultural lines. The work is organized in three central units: the neighborhood, the large down town conference, and the central service which supplies material and speakers when desired. A fine example of the down town forum was the conference on foreign affairs, held in 1927. About eight hundred people

attended at least four of the ten sessions and actively took part in the discussion of such topics as the league of nations and Latin American affairs. Twelve thousand bibliographies and leaflets were distributed.

The public schools have become conscious of this movement in the educational field and are accepting the responsibility which is rightly theirs. Adult education can never be standardized, as is the regular day school, but if the movement is to be productive of the best results, it must be guided and, to a certain extent, controlled. The leadership in adult education should be in the hands of the educators and not, as is sometimes the case, in the hands of private groups organized to spread radical propaganda in the guise of education.

As previously intimated, both the National Educational Association and the Department of Superintendents have given adult education a place on their programs this coming year. Dr. L. R. Alderman, specialist in adult education of the U. S. Bureau of Education, is chairman of the N. E. A. committee, and this group is co-operating closely with the American Association of Adult Education.

From this rather scattered summary of the extensive problem of adult education, it is evident that a new and very active force has appeared in the field of education and that our educational ideals and aims must be extended to encompass

this new development. Adult education is not new in itself. It is rather a revival of the medieval type of education. The child was a minor consideration in the middle ages. But as an organized unit is is new to our modern system of education and remains to be dovetailed into the existing plan of education which has been organized to serve the interests of the young. The nineteenth century recognized the rights of the child and defended his interests; the first quarter of the twentieth century realized the tremendous importance in education of the years of adolescence. This realization led to an astonishingly rapid growth of schools of the secondary level. Today adult education holds the center of interest.

The question arises, what part is Chicago taking in this extensive program of adult education? To answer fully would involve an investigation of many agencies active in the field. It is the purpose of this study to answer the question in so far as it may be answered, for the Public School System of Chicago.

CHAPTER II

ADULT EDUCATION IN PUBLIC SCHOOL COMMUNITY CENTERS.

The community center in the Public School System of Chicago offers an especially fine opportunity for the expansion of the program of adult education in the city. Its work carries the attraction of being recreational and its program is flexible and informal. The community center, as such, is not new to Chicago. Rather, the Board of Education has rightfully assumed a responsibility which had previously been assumed by public spirited individuals or organizations. The community center is the outgrowth of the settlement house movement and retains the settlement house ideal of service to the family group. The well organized community center in its program of activities provides a place for each member of the family group. The family comes to enjoy an evening at the Center. Possibly the parents are interested in obtaining a working knowledge of English, or possibly, the mother may take a course in sewing while the father improves his golf stroke under the guidance of the special instructor provided. The little tots, meanwhile, enjoy themselves in the story room or the game room, while the older children may be in the study room doing their home work or attending the very popular tap dancing class. But the tendency for the past five years has

been to center the program of work about the adult, especially the young adult, and to lessen the emphasis on the activities for the children. This tendency is shown in the first year of development under the present organization. In October, 1925, Miss Marie G. Merrill, a very enthusiastic and able social worker, was appointed Supervisor of Community Centers in the Public School System. During the school year 1925-1926, the six existing centers were reorganized and fifteen new centers were established. One center which had reported for a certain evening in April, 1925 an attendance of one hundred and ninety children in a class of social dancing, reported on the corresponding evening of April, 1926 an attendance of three hundred and sixty-seven, of whom two hundred thirty-two were adults. The program of activities offered the three hundred sixty-seven people included sewing, gymnasium, adult chorus work, dancing, camp fire programs, a series of thrift talks, table games, and talks on social hygiene. A second community center, which had in 1925 an attendance of seven hundred sixty-eight (no ages recorded) had in the corresponding week of 1926 an attendance of one thousand, three hundred and twelve, of whom two hundred and twenty were under sixteen, and it offered them a program of gymnasium, drama, orchestra, community singing, movies, boxing, horse shoe pitching, periodical talks on civic questions. The community centers in operation during 1928-29 are indicated in the following Table I:

TABLE I

ORGANIZATION OF COMMUNITY CENTERS 1928-29

CHICAGO PUBLIC SCHOOL SYSTEM

School and Director	Class	Control	Teachers	Evenings Open
Armstrong (Mrs.A.B.Reynolds	A	C.C.C.	9	Tues. & Fri.
Blaine (Mrs.M.J.Zollman	A	C.C.C.	7	Tues. & Fri.
Burley (Ethel Jaynes)	A	C.C.C.	5	Tues. & Thurs.
Carter (Isabel Lawson)	A	Y.W.C.A.	3	Friday
Colman (Helen Sayre)	B	C.C.C.	6	Tues. & Fri.
Edison Park (M.J.Cohler)	A	C.C.C.	4	Tues. & Fri.
Falconer (John C.Shramek)	A	C.C.C.	7	Tues. & Fri.
Garfield (P.M.Hauser)	B	C.C.C.	6	Mon. & Fri.
Hayes (John McClellan)	A	C.C.C.	5	Tues. & Fri.
Hedgwisch (Ed.Seghers)	A	Ex.Commitee	3	Tues. & Fri.
Locke (John C. Shramek)	A	Com.Council	4	Mon. & Thurs.
Mary Lyon (Walter Ulrich)	A	C.C.C.	8	Tues.& Thurs.

TABLE I (Continued)

School and Director	Class	Control	Teachers	Evenings Open
Lovett (Joe Busa)	A	C.C.C.	3	Friday
Marquette (Chas.Russell)	A	C.C.C.	6	Friday
Moseley (Mrs. Pearl Pachaco)	B	C.C.C.	4	Mon. & Thurs.
Ridge (Morgan Park) (Geo. J.Lorentz)	A	C.C.C.	11	Tues. & Fri.
Norwood Park (Jens P.Aggerbeck)	A	C.C.C.	8	Tues. & Fri.
Palmer (F.O.Mussehl)	A	C.C.C.	8	Tues. & Fri.
Peterson (Fanny Lane Pederson)	A	C.C.C.	6	Tues. & Fri.
Roosevelt (Alfred H.Clarke)	A	C.C.C.	8	Mon. & Fri.
Prussing (Harold A.Kent)	A	C.C.C.	12	Tues. & Fri.
Russell Square (Arthur P. Butler)	A	C.C.C.	5	Tues & Thurs.
Ryder (Edw. G. McMahon)	A	C.C.C.	3	Tues & Thurs.
Sawyer (Joseph B. Shine)	A	C.C.C.	9	Tues. & Fri.
Shepard (Ben Aronin)	A	Y.M.Jewish Char.	10	Tues. & Thurs.
Shoop (P.W.Maxwell)	A	C.C.C.	12	Tues. & Fri.
Thorp (Philip J. Fregeau)	B	No Council	5	Tues. & Thurs.

TABLE I (Continued)

School and Director	Class	Control	Teachers	Evenings Open
Willard (Mrs.Pearl Pachaco)	A	C.C.C.	9	Tues. & Fri.
Woodlawn (H.B.Loomis)	A	C.C.C.	9	Friday
COMMUNITY CENTERS ADDED 1929-1930				
Spalding (Rose K. Rudolf)	A	C.C.C.	4	Friday
Washington (Glenford W.Lawrence)	A	C.C.C.	6	Thurs. & Fri.

Note: C.C.C. organization is the Community Center Council.

(78)

Miss Merrill, the Supervisor, estimates that of the four hundred thousand individuals availing themselves of the various opportunities of the community centers in 1928-1929, seventy-five thousand were juveniles. The percentage of adults in the group would, however, vary with the nature of the community served. The Hayes has classes only for adults. Mr. Philip J. Fregeau, Director of the Thorp Community Center, estimates the adult group as eighty per cent of the entire attendance. His center is located in south Chicago and his people come largely from the workers at the steel mills. Mr.

John C. Shramek, Director at the Falcomer Community Center, which is in a middle-class American neighborhood, places the proportion of adults at his center considerably lower, due to the great popularity of the tap-dancing classes.

As the program becomes more diversified and the community more conscious of the possibilities of the community center, there is also a tendency to give place on the program for more serious intellectual work. In this trend lies an important opportunity for those interested in the program of adult education. Development in this line must be, however, a natural expansion of the splendid work already under way. Any attempt to introduce formal educational methods would be disastrous. The recreational aspect of the community center is of great value in the social upbuilding of the neighborhood, and is essential in civic betterment. It is difficult to measure the social co-operation aroused through such a simple organization as the Kitchen Band of the Palmer Community Center. This band with its kitchen instruments traveled to several social centers giving their so-called concert, and raising money for their own home center. But without sacrificing the recreational phase of the work, the educational work, already inaugurated in the community centers could be stressed with splendid results. The initiative must remain with the people of the community and the development must be gradual to be of value. The material offered should answer a definite need existing in

the community, and a need fairly well defined, at least in the minds of the people. The Community Center movement is, of its very nature, a slow growth. A community center such as that at Hyde Park with an average evening attendance of twelve hundred and fifty and a Current Events Class of three hundred and fifty takes at least ten years to develop.

That the well organized community center does become a living factor in a neighborhood which it serves is evidenced in two ways, first, the numbers of individuals who avail themselves of the opportunities offered, and secondly, by the number of agencies co-operating with the community center to bring about the success of its program. Reporting for the past five years, Miss Merrill gives the following figures on attendance at the community centers:

	Attendance
1925-26 -	201,402
1926-27 -	233,754
1927-28 -	472,387
1928-29 -	
1929-30 -	326,125

A more detailed report of attendance for the school year of 1928-29, as well as summarized material on the type of work at the various centers is indicated in the following table:

TABLE II

ATTENDANCE AND TYPE OF WORK AT COMMUNITY CENTERS 1928-29

CHICAGO PUBLIC SCHOOL SYSTEM.

Name	Activities	Attendance
Armstrong,	Educational, recreational	37,851, term.
Blaine,	" "	Av. 200 per evening.
Burley,	" "	9,359
Carter,	" "	2,902
Colman,	" "	16,009
Edison Park,	" "	Not recorded.
Falconer,	" " & Civic	14,845
Garfield,	" "	Not recorded.
Hayes,	Educational & Civic	1,005
Hedgwisch,		Not recorded
Locke,	Educational, recreational	16,377
Mary Lyon,	" "	13,262
Lovett,	" " Closed after	1 month.
Moseley,	" "	5,358
Ridge (Morgan Park)	" " & Civic	40,736
Norwood Park,	" " & Civic	16,909
Palmer,	" "	12,035
Peterson,	" "	24,067
Roosevelt,	" "	11,681

TABLE II (Continued)

Name	Activities	Attendance
Prussing,	Educational, recreational	10,429
Russell Square,	" "	4,035
Ryder,	" "	16,358
Sawyer,	" "	14,043
Shepard,	" "	10,501
Shoop,	" " & Civic	16,646
Thorp,	" " "	14,025
Willard,	" " "	17,047

ATTENDANCE AND TYPE OF WORK AT COMMUNITY CENTERS 1930

Spalding,	Physical training	New - no summary.
Washington,	Educational	" " "

(78)

During the year 1925-1926 the following agencies co-operated to make the work a success: Parent Teachers Association, Chicago Women's Aid, Urban League, Federation of Women Voters, Many churches, United Charities, Stock Yards Community Council, Northwest Community Council, Lower North Community Council, Visiting Nurses Association, Infant Merinello School of Beauty Culture, Dennison Paper Company, Columbia School of Musis, Bertha Iles School of Dramatic Art, Department of Public Welfare, and the Juvenile Protective Association. In each of the later annual reports Miss Merrill included a list of co-operating agencies which vary only in the increasing length of the list and in the fact that the names included come to be more representative of the commercial firms and agencies, such as the Commonwealth Edison Company and the Illinois Bell Telephone Company, rather than those agencies organized especially for social work.

During the year 1926 possibly the most important step taken in the development of the Community Center was the organization of the Federation of Public School Community Center. The federation is composed of representatives of the community center councils, the Chicago Women's Aid, the Urban League, and the National Community Center Association. This federation meets once a month to discuss and take action upon topics of interest to the community centers, such as the found-

ing of new centers, planning of organizations, standards of conduct, financing of centers in the poor districts of the city, and in methods of publicity.

At the present time there are under Miss Merrill's supervision thirty community centers with programs comprising fifty-seven activities, educational, civic, and recreational. Among these activities are the following: forum, orchestra, current events, sewing, cooking, handicraft, band, chorus work, community singing, art, dramatics, millinery, radio, Spanish, hygiene, thrift programs, lessons in dyeing, holiday celebrations, demonstrations of various sorts, quality and care of fabrics, jewelry making, golf gymnasium, dancing, camp fire activities, scouts, civic clubs, athletic clubs, recreational clubs, schoolroom, movies, concerts, lectures, community welfare meetings, marionettes, Curtis piano lessons, printing, banking, lip reading, women's clubs, meeting-place for parent teachers associations, business associations, and improvement associations.

The term of the community center work extends from October 1st to April 30th, although in 1929-30 they were compelled by the shortage of money on the part of the Board of Education to close two weeks earlier. The centers are open from seven to eleven in the evening and classes meet usually once or twice a week. A person may come in for an evening or he may sign up

for a special course of possibly ten evenings.

The community centers (listed on preceding Table I) are classified in three groups. Class "A" consists of those centers which are entirely self-supporting; class "B" those centers which are partially self-supporting, and class "C" such centers as are entirely supported by the Board of Education. For the class "A" group the Board of Education supplies the meeting place by opening a public school building for the use of the Community Center, pays a director and Americanization teachers, if wanted, one or two evenings a week. In the organization of a class "B" community center, the Board of Education carries the expense of opening the building and pays the salary of the director and that of all teachers. Other incidental expenses are met by the people of the community. As there are at present no community centers in class "C" and only four in "class "B", the community centers are being operated at a comparatively low cost to the Board of Education. The cost of opening the school building for one evening is estimated by the Board of Education to be thirty dollars. Figuring the average attendance as two hundred persons each evening, Miss Merrill estimates in her report of 1925-1926 that the cost per capita during that season was fifteen and three-quarters cents. The cost in 1927-1928 was three and one-third cents per capita.

The budget of the Board of Education shows the following appropriations voted to the Department of Community Centers:

1928 - (Calendar year)

Salaries		$10,175.54
Operation of the plant		29,775.00
a. Engineers & Janitors	21,275.00	
b. Gas & Electricity	3,500.00	
c. Fuel	5,000.00	
Communication & Transportation		543.50
Educational Supplies	none	
Total		$40,404.04

1929 - (Calendar year)

Salaries		$12,000.00
Operation of the plant		32,500.00
a. Engineer & Janitors	24,000.00	
b. Gas & Electricity	3,500.00	
c. Fuel	5,000.00	
Communication & Transportation		450.00
Educational Supplies		100.00
Total		$45,050.00

(81)

The community in which the Center operates contributes its share of the expense by paying a small sum for some of the courses and by buying tickets to the various programs offered.

The charge for class work is usually ten cents an evening or twenty-five cents in better neighborhoods. In the 1925-1926 season the people in the communities interested contributed $28,195.00. In addition to financial contributions, the neighborhood merchants contributed generously of their services and of needed materials for the work planned. One center alone received contributions from fifty-one business firms. In 1927-1928 the people contributed $30,171.00, while in the school year of 1928-1929 the amount raised was $32,868.32.

The great majority of the community centers are controlled by a Community Center Council. This governing council is composed of representatives of various organizations in the neighborhood which are interested in social work. Some exceptions to this plan of organization may be noted in Table 1 (see p. 19). The Armstrong Center was at first controlled by individuals and is now operated by a Community Center Committee. The Lovett Community Center is run by a neighborhood group, working without pay in the interest of their community. The Thorp Center has no council. The Carter Center is being run by the Y. W. C. A., while the Shepard is managed by the Young Men's Jewish Charities. The Hedgwisch Center is controlled by an executive council, and the Russell Square Center is under the supervision of Russell Square in cooperation with the South Parks. Thus in its plan of organization, as well as its work, the community center adjusts itself

to the community which it is to serve.

The actual work of the community center is under the personal leadership of the director, and to him may be attributed the success or failure of the entire venture. The director senses the needs and desires of his community, and knowing his district, establishes the classes and plans the activities. He determines also the evenings upon which the various activities shall meet. The directors are trained social workers and are very carefully chosen for their interest and ability in this particular field. In a few cases the director of the community center is also the Principal of the day school in the same building. The director of the new Garfield Center was chosen by the Sociology department of the University of Chicago, and is assisted by Mr. John Landesco, who is in charge of the crime clinic at Northwestern University. The small salary of the director, usually six dollars an evening, is but little compensation for the work he must do to make his center a unit of real service in the advancement of the community. At the Lovett Community Center, the Edison Park (Ebinger School), and the Mary Lyons, the directors receive no salaries whatever. The true compensation of the director is in his success. He is a leader in social uplift and deserves the appreciation of the community which he serves. The type of community served by the various community centers is briefly indicated in Table III, which follows:

TABLE III

TYPE OF NEIGHBORHOOD SERVED BY COMMUNITY CENTERS 1928-29

CHICAGO PUBLIC SCHOOL SYSTEM.

Name	Location	Type of Neighborhood
Armstrong	7051 N. Pringree Ave.	Old center, good neighborhood.
Blaine	3808 Southport Ave.	Permanent city group.
Burley	1630 Barry Ave.	City district, many nationalities, few well-to-do, many poor.
Carter	5740 Michigan Ave.	Negro, fairly intelligent group, poor.
Colman	4655 Dearborn Ave.	Negro, very poor and uneducated.
Edison Park	7350 Pratt Ave.	Very good, American group.
Falconer	3000 N. Lamon Ave.	American, home and duplex owners.
Garfield	1426 S. Newberry Ave.	Poor Negro district, bad housing.
Hayes	258 N. Leavitt St.	Negro, very good class.
Hedgwisch	3231 Burley Ave.	Many nationalities, isolated district, once industrial, no recreation facilities.
Locke	Newcastle & Diversey	New subdivision, educated group.
Mary Lyon	Wellington & Austin	New subdivision, two factions.

TABLE III (Continued)

Name	Location	Type of Neighborhood
Joseph Lovett	North Oak Park	New subdivision, farily well educated.
Mosely	24th & Michigan	Negro, very poor group.
Norwood Park	5900 Nina Ave.	Village group, well organized center.
Palmer	Argyle & Kenneth	City district, comfortable Scandinavian.
Peterson	5500 N. Cristiana Ave.	Scandinavian group, narrowly religious, few Jews.
Prussing	1750 N. Menard Ave.	New subdivision, intelligent group.
Ridge	2350 W. 110th Pl.	New subdivision, good group.
Rydor	8716 Wallace St.	Formerly American, old district, many nationalities.
Roosevelt	3436 Wilson Ave.	Jewish.
Russell Square	82nd & Coles Ave.	Polish neighborhood, Steel mills.
Sawyer	5248 Sawyer Ave.	Bohemian, home owners.
Shepard	2839 Filmore St.	Jewish group, many problem cases among the boys
Shoop	111th & Bishop	Negro. very good group.
Thorp	8915 Burley Ave.	Many races, mostly Mexican. Steel Mills.
Willard	4901 St.Lawrence Ave.	Negro. Wealthier class.

TABLE III (Continued)

Name	Location	Type of Neighborhood
Woodlawn	6220 Stony Island Ave.	American, educated. Apartment house district becoming rooming house district.
NEW COMMUNITY CENTERS 1929-30		
Spalding	1623 N. Park Ave.	Cripples, all graduates of Spalding School for Cripples.
Washington	1000 W. Grand Ave.	Italians, poor neighborhood.

(78)

The type of adult who takes advantage of the opportunities offered by the community center varies with the type of community in which the center is located. Naturally the class of people and the kind of activity which one would find in a center located in a poor Negro district would differ greatly from those found in a community center in a new subdivision. Miss Merrill, the Supervisor, states that, generally speaking, the class of people attending the work of the community centers is that of the skilled worker. The foreign born element is adequately served in the Americanization work, but no concerted effort has been made to reach the illiterate. It would seem, however, that the illiteracy problem is a phase [illegible]

education which could be especially well handled by the community center. The illiterate individual may be drawn into the community center through its recreational activities, while he would hesitate to approach the more formal evening school.

The program of the community center is so free, so adaptable to the desires of the community that every type of adult from the illiterate to the college graduate may find a place in it. At the Burley Center, Mr. Stury has aroused great interest in dramatics, and in the staging of a masque recently, an old colored man so crippled that he walked with a cane found a part. The Willard, in a very poor neighborhood, had a class last year in millinery where the women made felt hats, many of them cut from the refinished material from old felt hats which the men had discarded. The Willard Center also had a class in the making of artificial flowers, and as a result, an old bed-ridden colored man, who was once a brick mason, now earns a living making artificial flowers. At the Coleman, in response to the request of the pastor of a nearby church, a class was formed to train a group of young colored girls for positions as maids and cooks. The course included training in how to serve meals, in the use of new electrical equipment which many of the girls had never seen, in the value of good personal appearance, and the laundrying of fine fabrics. The Coleman Center also offered its people a course

of lectures on such subjects as "Opportunities for Colored Women in Industry"; "Installment Contracts" and "Budget Making for Wage Earners." At the Mosely a class of thirty-two colored women attended a series of lectures on feeding the family and on home nursing. The Hayes Community Center, formerly the Wendall Phillip's Settlement, which was the first social agency to receive permission to use a public school building for its social work, now limits its work entirely to classes for adults. Much time is given to the teaching of English through letter writing and the discussion of current events.

The community center serves the better-class neighborhood, as well as the poorer. Many centers offer work in music, piano, vocal or orchestral. Several others have organized classes in golf. At still others the interest centers in civic problems. At the Falconer considerable time was devoted to the study of the tax situation of the past year, while at the Norwood Park Center a debate was carried on as to whether the railroad tracks passing through the village should be depressed or elevated to provide greater safety to the community. The Norwood Park Center paid seven thousand dollars for pictures giving their school an art collection which, according to the American Art Company, is the finest collection of any public school in Chicago.

The two centers opened in 1930 are in answer to rather

important needs. The Washington, at 1000 Grand Avenue, is in the heart of an Italian district and should aid considerably in bringing about the successful adjustment of the Italian immigrant to the American environment. The study of Chicago's crime areas, made by Dr. Shaw of the Institute of Juvenile Research, shows rather conclusively that while the type of crime may be influenced somewhat by the nationality of the criminal, the amount or extent of crime is due very largely to environment. One nationality producing twenty-two percent of the juvenile delinquency in 1910, upon moving on to a better neighborhood, was responsible for only four per cent of juvenile crime in 1925. The environment with which we surround the new immigrant is oftentimes at fault, hence an active, well organized community center may do much to improve that environment.

The second center established in 1930 is the Spalding. The object of this center is not to solve a civic problem, but simply to extend a helping hand to individuals suffering from physical disabilities. The people attending the Spalding Community Center are all graduates of the Spalding School for Crippled Children, and the opening of the center will enable them to continue needed treatments, and will encourage them in their efforts to find a place in the industrial world.

CHAPTER III

ADULT EDUCATION IN THE CHICAGO PUBLIC EVENING SCHOOLS.

On the 8th of January, 1863 Chicago opened its first evening classes in the Dearborn School, one for men and one for women. The classes for men were held every Monday, Wednesday and Friday evenings; those for women on Tuesday, Thursday and Saturday evenings. No pupil so situated that he might attend day school was admitted to evening school (28:44). At the present time Chicago maintains, at an educational cost of over $420,000, twenty-five evening schools. Of these schools seven are offering courses in elementary school work and classes for the foreign born; six schools offer courses in elementary high school, technical work and classes for the foreign born; one offers commercial work only; one offers high school and technical work; another is purely a trade school; while others have elementary work, classes for the foreign born and high school work.

A group of people as cosmopolitan as the City of Chicago itself attends these evening schools. "Evening school pupils come chiefly because they wish to make up some educational deficiency, to secure specialized, occupational training, to broaden themselves culturally or prevent intellectual stagnation, and in some instances to develop and retain good

health" (3:230). No data are at the present time available as to the industrial status of the individuals enrolled in the evening school, but the variety of interests shown in the choice of class work and the variety of ages and nationalities represented would seem to indicate that all industrial groups are represented, although the middle-class office worker predominates.

To visualize the population of the evening school one may consider the grouping of the individuals; first, according to age; second, according to sex; third, nativity; and fourth, special interests as expressed in the courses chosen.

The following Table IV (Page 40) indicates the various age groups in the evening high schools of Chicago during the school year 1928-29.

A study of these figures shows an enrollment of 20,663 students between the ages of sixteen and twenty-one years, and 16,937 over the age of twenty-one years. Fifty per cent of the individuals over twenty-one years of age are in the group between twenty-one and twenty-five years. The largest individual group is that between eighteen and twenty-one years, while, roughly speaking, three-fourths of the entire group, or 29,275 out of the entire enrollment of 37,597, are under twenty-five years.

Men and women in about equal numbers avail themselves of the opportunities offered in the evening high school. In the group under twenty-one there are 10,558 men and 10,005 women. In the group over twenty-one there are 9,926 men and 7008 women. The total enrollment shows that in the year 1928-29 there were 3,371 more men in evening high schools then women. The comparative enrollment of men and women in the particular schools would vary consistently with the type of work offered. The Goethe has an enrollment of 118 women interested in millinery and sewing, and no men, while the Washburne, which is a trade school, has 839 men and no women enrolled.

On Table V (Page 42) the age groups in the elementary classes are noted.

These figures indicate age grouping which is somewhat similar to that in the evening high school. In the elementary evening classes during 1928-29 we find 3,879 students under twenty-one years of age and 9,298 over twenty-one. The largest individual group is again between twenty-one and twenty-five years of age. But close in numbers to this group of 3,301 is the one of 3,143, composed of individuals over thirty. About fifty per cent, 7,170 individuals, of the elementary school group is under twenty-five years, while 7,997 individuals are over twenty-five years. In the elementary evening school group the number of men (9,156) exceeds by 5,135 the number of women. This may be due somewhat to the large percentage of foreign born in the elementary classes. Many of the foreign born women are home women, or are employed in work so timed that they find it convenient to attend the special afternoon classes for adults.

The comparison of Tables IV and V would indicate that the student population in the high school group is the young adult division. It is also the predominantly American group, as the following comparison indicates.

Foreign Born		American	
English classes - - - -	8,693	English classes - - -	1,549
Other elementary cl.- -	1,138	Other elementary cl.-	2,597
High school cl.	6,108	High school cl. - - -	32,391

TABLE VI

NATIVITY OF PUPILS ENROLLED IN PUBLIC EVENING SCHOOLS 1928-29

	Classes in English for Foreigners			All Other Elementary Classes			All High School Classes		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Albanians	6	2	8				1	0	1
Arabians	4	0	4				1	0	1
Argentines	0	2	2	1	0	1	2	0	2
Armenians	9	5	14	2	1	3	7	9	16
Australians	16	7	23	10	1	11	37	2	39
Austrians	62	44	106	10	7	17	97	52	149
Belgians	15	18	33	2	1	3	25	23	48
Bohemians	120	64	184	16	9	25	28	36	74
Bolivians	1	1	2						
Brazilians	5	1	6				6	0	6
Brit.Guians							1	0	1
Bulgarians	1	4	5	1	1	2	6	3	9
Canadians	17	7	24	9	4	13	127	70	197
Cent. Am.	1	0	1				1	0	1
Chilians	1	0	1				6	0	6
Chinese	12	2	14				7	0	7
Costa Ricans	19	4	23						
Croatians	14	10	24	1	0	1	2	3	5

TABLE VI (Continued)

	Classes in English for Foreigners			All Other Elementary Classes			All High School Classes		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Cubans	37	6	43				4	1	5
Czecho Slav.	20	9	29	1	0	1	4	5	9
Danes	157	41	198	3	2	5	71	19	90
Egyptians							1	0	1
English	31	13	44	13	3	16	166	114	280
Estonian	1	3	4				0	1	1
Finns	42	10	52				10	3	13
French	108	26	134	7	12	19	36	20	56
Germans	2216	821	3037	135	44	179	702	334	1036
Greeks	74	23	97	13	0	13	32	18	50
Hollanders	56	23	79	8	2	10	44	13	57
Hungarians	57	31	88	10	5	15	70	25	95
India	8	10	18				1	0	1
Irish	57	15	72	61	12	73	253	160	413
Italians	414	84	498	156	13	169	325	88	413
Japanese	6	0	6				7	0	7
Jewish	9	14	23				11	13	24
Jugo-Slav.	16	8	24				4	5	9
Latvians	3	3	6				5	1	6
Lithuanians	66	57	123	13	18	31	63	42	105

TABLE VI (Continued)

	Classes in English for Foreigners			All Other Elementary Classes			All High School Classes		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Luxemburgers	7	1	8				1	1	2
Macedonians	1	0	1						
Mexicans	469	59	528	39	4	43	78	24	102
Moravians							2	0	2
New Zealanders	4	4	8						
Nicaraguans	1	0	1						
Norwegians	319	105	424	4	1	5	165	38	203
Philipinos	5	0	5				63	1	64
Polish	507	367	874	132	93	225	328	181	509
Persians	5	3	8	1	0	1	9	5	14
Portuguese	1	0	1						
Porto Ricans	1	1	2						
Roumanians	12	16	28	7	1	8	22	16	38
Russians	199	249	448	94	76	170	519	635	1154
Scotch		6	6	2	2	4	99	61	160
Servians	2	0	2				2	0	2
Slovaks	20	11	31	3	3	6	68	16	84
So. Americans	7	5	12	1	0	1	6	3	9
Spaniards	37	12	49	5	1	6	23	8	31
Swedes	926	233	1159	43	7	50	332	119	451
Swiss	22	8	30	3	0	3	14	8	22
Syrians	2	2	4	3	0	3	3	2	5

TABLE VI (Continued)

	Classes in English for Foreigners			All Other Elementary Classes			All High School Classes		
	M.	W.	T.	M.	W.	T	M.	W.	T.
Talanders							1	0	1
Tasmanians	1	0	1						
Turks	4	1	5	1	1	2			
Ukranians	1	3	4	2	2	4	1	0	1
Welsh	10						10	2	12
West Indies	3	0	3				1	1	2
TOTALS FOREIGN BORN	6237	2456	8693	812	326	1138	3922	2186	6108
AM. BORN	1300	249	1549	1600	997	2597	17024	14367	32391
TOTAL	7537	2705	10242	2412	1323	3735	20946	17553	38499
Colored included in above	13	12	25	670	608	1278	803	975	1778

Among the foreign born group sixty-six nationalities find representation. The leading groups, as represented among the classes in English for foreigners are: Germans (3037), Swedes (1159), Polish (874), Italians (498), Mexicans (528), Russians (448) and Norwegians (424). In the other elementary classes the leading groups are: Polish (225), Russians (170), Italians (169), Germans (179), Swedes (50), Irish (73). The nations with the largest representation in the high school group are:

Russia (1154), Germany (1036), Sweden (451), Ireland (413), Italy (413), English (280).

Comparing these three groups, it is evident that the outstanding nationalities are the Italians, the Polish, German, the Swedes and the Russians. These nationalities, according to the estimated foreign population in Chicago in 1928, are numerically the outstanding foreign group in the city population. The estimated figures on these groups as given in The 4th Estate November 23, 1929, "The Market Guide for 1930" are: Polish 360,000, German 330,000, Russian 264,000, Swedish 172,000, Irish 166,000, and Italian 164,000. These groups are holding their rightful representation in the Evening School. The Mexican group seems especially well represented in the evening school. There are, it is estimated, about 8,000 Mexicans in Chicago. Of these 773 are enrolled in evening schools. On the other hand Czechoslovakia is represented by 149,000 people in Chicago, whereas only 39 are enrolled in evening school work. Of the 149,000 Negroes in Chicago 3,081 are attending evening classes. 33,000 Greeks are represented by 160 individuals and 43,000 Lithuanians by 259 students.

It would be almost impossible to draw authentic conclusions from these few figures, but they seem to suggest that some of the newer immigrants have not been reached by our evening school programs.

The evening school could not serve all groups equally well. While some may not need the work offered, others may not appreciate the opportunity. It is, nevertheless, entirely possible that some of the newer immigrants, who might greatly profit by the work, are still unacquainted with the evening school program, or that the program as organized in the evening school does not offer work along the lines in which they are interested. The Department of Adult Education in the Chicago Public School System is trying to overcome these difficulties. Dr. Lunak, Assistant Superintendent of Schools, who is in charge of Adult Education, gives some interesting figures in regard to advertising the evening school program. In his talk at the N. E. A. meeting of 1929, Dr. Lunak stated that in the previous year Chicago had distributed in its evening school publicity work 500,000 hand bills, 10,000 large posters, 15,000 bristle board cards for windows, 15,000 circulars of information, and 10,000 foreign language circulars. The Chicago Department of Education is also making an effort to serve all groups by offering to give place on the program of the evening school to any subject for which twenty adults make application.

The foreign born groups are rather definitely placed in the Chicago area, yet one finds a surprisingly large number of nationalities represented even in well established and high-grade residential neighborhoods. For example, the following groups were enrolled at the Senn Evening School 1928-29:

TABLE VII

NATIVITY OF PUPILS ENROLLED IN SENN EVENING SCHOOL 1928-29

Foreign Born	English for Foreigners			All Other Elementary cl.			High School Classes		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Albanians		1	1						
Armenians	3		3		1	1		2	2
Australians							1		1
Austrians	2	3	5		1	1	3		3
Belgians				1	1	2	2	1	3
Bohemians							6	4	10
Canadians							2		2
Chilians							3		3
Danes	7	3	10				3		3
English							19	15	34
Finns	1	1	2						
French		2	2				2	2	4
Germans	61	74	135	6	3	9	34	17	51
Greeks		5	5				1		1
Hollanders		3	3	1		1			
Hungarians	4	4	8				1	2	3
Irish	3	1	4	1		1	10	16	26
Italians	6	3	9				1		1
Lithuanians		1	1				1		1
Luxemburgers	7	1	8				1		1
Mexicans	4		4	1		1			
Norwegians	5	9	14				1	2	3
Philipinos							2		2
Polish	3	1	4		1	1		1	1
Roumanians	2	2	4						
Russians	2	15	17		1	1	9	9	18
Scotch							6	2	8
Slovaks							1		1
Spanish	1		1				2		2
Swedes	206	47	253	6	3	9	70	23	93
Swiss	1		1				1		1
Syrians	1	1	2						
Turks	2		2,						
Czecho-Slovak	2	2	4						
Angora	1		1						
Jugo-Slav		2	2						
Icelander							1		1
T.Foreign b.	324	181	505	16	11	27	170	97	267
T. Amer.born	14	11	25	12	1	13	710	1098	1808
Total	338	192	530	28	12	40	880	1195	2075

Any organization or institution which brings into contact these many groups with their varying racial ideals and prejudices must be a great force for democracy and for better social understanding Civic co-operation and growth must, of necessity, result from such social contacts. The numbers of the foreign born in the various elementary schools, as compared with the total enrollment during the year 1928-29 is as follows:

Austin -	260	foreign	born	out	of	total	of 337
Bowen -	329	"	"	"	"	"	" 383
Englewood -	623	"	"	"	"	"	" 623
Fenger -	226	"	"	"	"	"	" 287
Franklin -	460	"	"	"	"	"	" 907
Goethe -	218	"	"	"	"	"	" 319
Harrison -	319	"	"	"	"	"	" 613
Jackson -	316	"	"	"	"	"	" 546
Jones -	No distinction made between foreign and elementary.						
Lake View -	866	out of					941
Lawson -	431	foreign	born	out	of	total	of 875
Lindblom -	174	"	"	"	"	"	" 265
Marshall -	116	"	"	"	"	"	" 116
Medill -	146	"	"	"	"	"	" 260
Phillips -	45	"	"	"	"	"	" 1260
Schurz -	30	"	"	"	"	"	" 41
Senn -	530	"	"	"	"	"	" 569
Seward -	316	"	"	"	"	"	" 496
Stowe -	834	"	"	"	"	"	" 1030
Tilden -	189	"	"	"	"	"	" 251
Waller -	1178	"	"	"	"	"	" 1309
Wells -	517	"	"	"	"	"	" 648

One glaring exception to the large proportion of the foreign born in the elementary evening school classes is at the Phillips. The exception is explained by the fact that the students at the Phillips are negroes.

The curricula of the evening school must be varied to meet the needs of the many different types of individuals in the adult student population. When the student enrolls at night

school, he is given a schedule of classes. The following schedule is that offered at the Senn High School 1929-30.

SCHEDULE OF CLASSES

NICHOLAS SENN EVENING SCHOOL

September, 1929.

		Room
Advertising	M.W.	278
Algebra	M.W.	236
Arithmetic	M.W.	230
Art. Commercial	M.W.	335
Auto Maintenance	Tu.Th.	161
Bookkeeping, Beginning	M.W.	282
Bookkeeping, Beginning	Tu.Th.	284
Bookkeeping, Advanced	TuTh.	282
Calculating Machine	M.W.	284
Chemistry	Tu.Th.	354
Commercial Law	M.W.	287
Cooking	M.W.	357
Dramatics	Tu.Th.	136
Drawing, Free Hand	Tu.Th.	333
Drawing, Architectural	M.W.Tu.Th.	312
Drawing, Machine	M.W.Tu.Th.	314
Dressmaking	M.W.Tu.Th.	305
Economics and Investment	Tu.Th.	238
Electricity	M.W.	163
English, Beginning	Tu.Th.	204
English, Advanced	M.W.	203
English, Business, Beginning	Tu.Th.	205
English, Business, Advanced	M.W.	207
Estimating	M.W.	314
French, Beginning	Tu.Th.	232
French, Advanced	M.W.	232
Geometry	TuTh.	236
Gymnasium, Men	M.W.	108
Gymnasium, Men	Tu.Th.	108
Gymnasium, Women	M.W.	125
Gymnasium, Women	Tu.Th.	125
Journalism	M.W.	181
Lip Reading	Tu.Th.	280
Machine Shop	M.W.Tu.Th.	164
Millinery	M.W.	304
Music, Orchestra	M.W.	301
Music, Chorus	Tu.Th.	301
Printing	M.W.	160

SCHEDULE OF CLASSES (Continued)

Psychology		Tu.Th.	209
Public Speaking	M.W.		109
Radio	M.W.		163
Salesmanship		Tu.Th.	278
Sewing		Tu.Th.	304
Spanish, Beginning	M.W.		234
Spanish, Advanced		Tu.Th.	234
Shorthand, Beginning	M.W.		384
Shorthand, Beginning		Tu.Th.	382
Shorthand, Advanced.	M.W.		382
Shorthand, Advanced		Tu.Th.	384
Trigonometry		Tu.Th.	236
Typewriting, Beginning	M.W.		279
Typewriting, Beginning		Tu.Th.	379
Typewriting, Beginning	M.W.	Tu.Th.	378
Typewriting, Advanced	M.W.		379
Typewriting, Advanced		Tu.Th.	279
Wood Shop		Tu.Th.	165

ELEMENTARY CLASSES

Grades 7 and 8	M.W.	Tu.Th.	252
English for Foreign Born, Advanced	M.W.	Tu.Th.	253
English for Foreign Born, Intermediate	M.W.	Tu.Th.	254
English for Foreign Born, Intermediate	M.W.	Tu.Th.	258
English for Foreign Born, Beginning	M.W.	Tu.Th.	255
English for Foreign Born, Beginning	M.W.	Tu.Th.	256
English for Foreign Born, Beginning	M.W.	Tu.Th.	257
English for Foreign Born, Beginning	M.W	Tu.Th.	260
English for Foreign Born, Beginning	M.W:	Tu.Th.	261

The student is asked to choose from the list one or two subjects for which he wishes to enroll for the term. Certain classes meet four evenings a week, but the majority of the classes meet twice a week. The fall term is usually twelve weeks and the spring term ten weeks. No fee is required for English for the foreign born or for lip reading, but a registration fee of two dollars is charged for high school

subjects. The fee of two dollars entitles the student to enroll for either one or two subjects. The student receives his card of admission to class and his receipt. This receipt entitles him to a refund when the course is completed, providing he has attended class three-fourths of the evenings the class was in session. If, in class work, the student has used a machine, such as a typewriter or sewing machine, one dollar is refunded. For all other classes the entire fee is refunded. The fee charged is not considered a payment, but is simply a guarantee of serious intent on the part of the student, and should serve as a slight incentive to the student to complete the course in which he enrolls.

When the student enrolls in his class he fills out a registration card such as one of the following:

Board of Education
City of Chicago

EVENING SCHOOL REGISTRATION CARD

Date.....19...
Room.....

.....School

AMERICANIZATION

Name.....
Address.....
Date of Birth.....
Place of Birth.....
Occupation.....
Kind of Work.....
Where Employed (Name of Employer).....
Naturalization: First Papers.....19..2nd Papers.19..

Board of Education
City of Chicago

EVENING SCHOOL REGISTRATION CARD

Date.....19...
Room.....
Grade.....

.....School

ELEMENTARY

Name.....
Address.....
Date of Birth.....
Place of Birth.....
Occupation.....
Kind of Work.....
Where Employed (Name of Employer).....
Father's or Guardian's Name.....

The date on the registration card enable the individual teacher to determine the type of work which would best serve the needs of his particular class. But although these items would be of value in determining the success of the evening school program, no report on naturalization or industrial status of the student group is sent to the central office unless by special request. The class teacher reports enrollment and attendance weekly and quarterly and a quarterly cumulative report is sent by the Principal of the evening school to the central office. An average minimum attendance of twenty students is required, and if a class drops below twenty for two or three weeks the class is closed. At the end of the term a report is also made on the nativity, ages

and sex of students attending classes.

At the end of the term the student receives a credit slip, if he is attending a standard evening school, or if enrolled in a non-standard group, he receives a statement of attendance similar to the following:

Board of Education
City of Chicago

.....Evening School

ATTENDANCE CARD

This Is To Certify That.....
Has Attended This School.....Evenings Since
September ..... Quality of Work.....
Promoted To.....
Teacher.....

.....
Principal

Dated.....192...

The curriculum of the non-standardized evening school is not as highly organized. The classes are for the most part individual units, and are formed to answer a local demand. This flexibility in program is desirable in adult education. E. C. Lindeman, a leader in the field of adult education, holds that adult education differs from other education in that "its aim is to provide for an exchange of vital experience; its method is founded on the assumption that real education must not have its roots in external authorities, but rather

in personal experience with reality. It, therefore, proceeds by means of a technique of discussion in which the teacher, as leader, performs the function of guide and stimulator, but never that of law giver" (59:377). "The educational machine isn't a machine. It is a flow of forces, constantly changing, new people, new children, new ideas, always on the move. The one thing it must not do is to crystallize. If it crystallizes then democracy with its education gets out of tune with science" (68:53). "We must seek an educational training not so much in specific things as a training adapted to the individual for the development of his personality. He should freely exercise his mind so that it will not become grooved, but will remain plastic" (68:54).

The courses offered in the evening schools at the present time may be grouped under the following headings:

1. Instruction in English for the foreign born.
2. " in elementary school subjects.
3. " in the regular high school subjects.
4. Lip reading classes.
5. Instruction in commercial subjects.
6. " in the technical.

There are three standard evening schools in Chicago, the Schurz on the north side of the city, Englewood, the south side and Crane the west side. These standard schools offer the same two and four year courses of study offered in the regular

day high school. Adults who wish to complete a regular high school course and receive the diploma may do so at these standard evening schools. Englewood has been standardized since 1921. In February 1929 Englewood had a class of eleven boys and nine girls graduating from the four year courses and one girl from the two year course. In June 1929 twenty-seven boys and twenty-three girls were graduated from the four year courses and one boy and three girls from the two year course (1:1535). In June 1930 Englewood had a group of sixty-five graduating from the four year and seven from the two year course. Crane has been standardized but one year and the graduating groups are small. In June 1929 three boys and three girls were graduated, and in June 1930 one girl graduated from the two year course and seven boys and six girls from the four year course.

The Schurz high school records show the following graduation figures:

June 1929:

4 year course -	Boys	25	Girls	13
2 " "	"	5	"	9

February 1930:

4 year course -	"	16	"	3
2 year course -			"	2

June 1930:

4 year course -	"	19	"	20
2 year course -	"	1	"	8

The enrollment in the three standard evening high schools for the year 1928-29 is shown in Table VIII which follows:

TABLE VIII

ENROLLMENT - STANDARD EVENING SCHOOLS

YEAR ENDING JUNE 14, 1929.

CLASSES	Englewood			Schurz			Crane		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Home Economics									
Cooking		68	68						
Dressmaking								96	96
Millinery		80	80					86	86
Sewing		110	110		73	73			
Commercial									
Adv. & Sales	61	2	63	62	7	69	217	32	249
Bookkeeping	250	218	468	114	314	728	182	173	355
Com. Corresp.	66	40	106				174	56	130
Com. Law	80	14	94	93	37	130	136	44	180
Comptometer	6	127	133	3	159	162			
Stenog.& Type.	415	1102	1517	448	1788	2236	286	1408	1694
Accounting							248	160	403
Industrial									
Auto Engin.	133	5	138				524		524

TABLE VIII (Continued)

CLASSES

	Englewood			Schurz			Crane		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Industrial									
Blue Print							118		118
Chem. (App.)	91	16	107	80	20	108	361	43	409
Draw.Arch.							135		135
" Free.	62	36	98	157	70	227	96	50	146
" Mach.							184		184
" Mech.	194	1	195	396	4	400	381		381
Electricity	99		99				733		433
Journalism	40	41	81	32	29	61	104	44	148
Machine Shop				55		55	700		700
Physics,(App)	86	11	97	85	19	104	46	5	51
Economics	32	15	47						
Science	76	25	101	201	69	270			
Printing	24		24	79		79	326		326
Radio	26	1	27				102	5	107
Aviation	63	9	72	47		47			
Woodwork	31	1	32				280		280
Sheet Metal Draw.							86		86
Show Card							65	5	70

TABLE VIII (Continued)

CLASSES

	Englewood			Schurz			Crane		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Other Courses									
Civics	45	30	75	70	28	98			
Dramatics	13	24	37	21	27	48	61	95	156
English	721	550	1271	1045	610	1655	1023	692	1715
French	73	109	182	63	119	182	84	100	184
German	59	50	109	56	69	125			
History, U.S.	99	52	151	188	137	325	140	70	210
" Gen.	11	12	23						
" European	41	38	79						
Latin	100	70	100	92	51	143	49	27	76
Lip Reading	3	21	24						
Math.	723	227	950	846	224	1070	776	121	897
Music	63	76	139	8	39	47	33	7	40
Phys. Ed.	86	110	195	48	63	111	419	101	520
Psychology	42	16	58	24	46	70	80	131	211
Pub. Speaking	27	25	52	61	21	82			
Spanish	120	100	220	104	89	193	312	302	614
Zoology	14	14	28				99	8	107
Orchestra	32	12	44						
Economics	43	8	51						

TABLE VIII (Continued)

CLASSES	Englewood			Schurz			Crane		
	M.	W.	T.	M.	W.	T.	M.	W.	T.
Other Courses									
Dietetics								36	36
Biology				15	13	28			
Am. geog.				15	12	27			
Total	4075	3446	7521	4710	4515	9225	3224	4178	12402
Counted twice	1843	1554	3397	1538	1361	2899	1352	488	1840
Final Total-	2232	1892	4124	3172	3154	6326	6874	3700	10574
								(77)	

The total of these enrollments would indicate that the standard evening school is answering an important educational need. The student who for some reason has found it impossible to complete his high school course in the day school finds opportunity in the standard evening school.

These three evening schools offering the standard high school course have a total enrollment (21,024) or fifty-one per cent of the entire enrollment of the Chicago public evening schools. The total enrollment of the evening schools according to subject is shown in Table IX which follows:

TABLE IX

ENROLLMENT IN THE CHICAGO PUBLIC EVENING SCHOOLS BY SUBJECTS FOR YEAR 1928-29

	Men	Women	Total
Cooking,	8	468	476
Dressmaking,	0	1311	1311
Millinery,	0	476	476
Sewing,	0	792	792
Adv. & Salesmanship,	546	76	622
Bookkeeping,	1614	1337	2951
Business Course,	366	199	565
Real estate and Com. Law,	366	111	477
Comptometer,	105	1182	1287
Stenog. & Typewriting,	2001	8190	10191
Auto Engineer.,	1602	26	1628
Blue Print,	30	0	30
Chemistry,	587	100	687
Arch. Draw.,	675	11	686
E. H. Draw.,	401	241	642
Mach. "	301	1	302
Mech. "	1601	7	1608
Electricity,	1508	3	1511
Forge,	38	0	38
Mach. Shop,	1257	0	1257
Oxyacetylene,	301	0	301
Physics Applied	233	35	268
Printing,	574	11	585
Sheet metal,	134	0	134
Steam Engine,	68	0	68
Tailoring,	62	22	84
Woodworking,	953	12	965
English,	3352	2228	5580
French,	338	603	941

TABLE IX (Continued)

	Men	Women	Total
Latin,	216	137	353
Lip reading,	7	35	42
Math.	2714	676	3390
Millinery,	179	236	415
Phys. Ed.,	1486	1430	2916
Public Speaking,	241	154	395
Spanish,	542	508	1050
Physiology,	128	189	317
History,	409	274	683
Radio	85	5	90
Aeronautics,	101	9	110
Commercial Corres.	139	88	227
Science,	124	38	162
Economics,	76	30	106
Zoology,	246	74	320
Civics,	114	58	172
Estimating,	99	1	100
Shoe Making,	35	0	35
Heating & Ventilating,	12	0	12
Comm. Geog.	15	12	27
Biology,	15	13	28
Show Card,	33	3	36
Journalism,	213	148	361
Dramatics,	103	147	250
German,	144	146	290
Penmanship,	26	7	33
Blue Print,	166	1	167
Comm. Art,	33	31	64
Totals- all subjects,	26716	21892	48608
No.counted twice,	6181	4966	11147
Totals (corrected),	20535	16926	37461

The diversity of subjects draws into the evening school people of all races and creeds and the evening school is rapidly becoming one of the greatest educational institutions of our time. This cosmopolitan population tends to agree upon the popularity of certain subjects, as is exemplified by the following subjects which lead in enrollment in the evening high schools.

	Men	Women	Total
AUSTIN HIGH SCHOOL			
English,	199	154	353
Typewriting,	110	204	314
Stenog. & Typewriting,	40	274	314
BOWEN HIGH SCHOOL			
Stenog. & Typewriting,	17	75	92
Comptometer,	9	37	46
Bookkeeping,	39	8	47
CRANE HIGH SCHOOL			
Stenog. & Typewriting,	286	1408	1694
English,	1023	692	1715
Machine Shop,	700		700
Math.	776	121	897
ENGLEWOOD HIGH SCHOOL			
Stenog. & Typewriting,	415	1102	1517
English,	721	550	1271
Math.	723	227	950
FENGER HIGH SCHOOL			
Stenog. & Typewriting,	88	307	395
Journalism,	66	44	110
Comptometer,	6	91	97

	Men	Women	Total
GOETHE HIGH SCHOOL			
Millinery,		59	59
Sewing,		59	59
HARRISON HIGH SCHOOL			
Stenog. & Typewriting,	135	658	793
English,	203	177	380
Dressmaking,		184	184
JONES - COMMERCIAL			
Stenog. & Typewriting,	50	252	302
Bookkeeping,	42	78	120
Bus. Eng. & Arith.,	38	34	72
LAKE VIEW HIGH SCHOOL			
Stenography & Type.,	106	425	531
Bookkeeping,	80	80	160
Comptometer,		93	93
LANE HIGH SCHOOL			
Stenog. & Typewriting,	49	340	389
Mach. Shop,	274		274
Electricity,	275	1	276
LINDBLOM HIGH SCHOOL			
Stenog. & Typewriting,	151	618	769
English,	86	53	139
Auto. Engineering,	113	0	113
MARSHALL HIGH SCHOOL			
Stenog. & Typewriting,	25	243	268
Comptometer,	52	60	112
Bookkeeping,	70	30	100
MEDILL HIGH SCHOOL			
Stenog. & Typewriting,	11	54	65
Sewing,		20	20
English,	12	8	20

PHILLIPS HIGH SCHOOL

	Men	Women	Total
Stenog. & Typewriting,	18	188	206
Music,	16	94	110
Auto Engineering,	106	1	107

SCHURZ - NON STANDARD HIGH SCHOOL

Dressmaking,		480	480
Auto Engineering,	264	6	270
Woodw.	106	2	108

SCHURZ - STANDARD - LISTED

SENN HIGH SCHOOL

Stenog. & Typewriting,	108	508	616
English,	139	94	230
Bookkeeping,	66	78	144

TILDEN HIGH SCHOOL

Stenog. & Typewriting,	37	168	205
Mach. Shop,	174		174
Bookkeeping,	114	36	150

WALLER HIGH SCHOOL

Stenog. & Typewriting,	40	318	358
English,	56	53	109
Bookkeeping,	66	38	104

The Washburne, which is a trade school, is in a class alone. The student body is composed entirely of men, and the subjects of enrollment are: Electricity (247), Auto Telephony (63), Heating and Ventilating (34), Oxyacetelene Welding (292), Sheet Metal Work (73), Steam Engine (33), Carpenter work (116), Lathing (117), and Structural work (91).

Just a glance over the above figures shows clearly the popularity of the business courses, especially stenography and

typewriting. Many reasons may account for this, but the fact that the evening high school is composed of a group largely American, and that fifty-one per cent are completing high school work, would seem to indicate that the business courses are not yet given the proper allotment of time in the program of the day high school. The study of English holds second place as a popular subject. It is interesting to note that the only high school in which music holds a ranking position is the Wendal Phillips, where the student body is almost entirely Negro.

The elementary school does not, of its very nature, include such a wide range of courses as the high school. The total enrollment according to subjects in the elementary classes for the year 1928-29 is as follows:

	Men	Women	Total
Foreign,	6372	2516	8888
Grade Work,	1906	1131	3037
Manual Training,	117	0	117
Sewing,	0	126	126
Cooking,		35	35
Printing,	30		30
Phys. Ed.	607	169	776
Citizenship,	100	41	141
Lip Reading,	14	26	40
Total inc.	9146	4094	13190
No. counted twice,	22	42	64
Total	9124	4052	13126

Evidently the outstanding subject is "English for the foreign born".

Manifestly, then, many foreign born individuals are anxious to adjust themselves to American life, and their sincerity is attested to by their attendance at these evening classes. The year 1928-29 is typical of this situation.

TOTAL OF ALL ELEMENTARY CLASSES

			Men	Women	Total
1st Quarter,	ending	Oct.25,	124,011	52,595	176,606
2nd "	"	Dec. 6,	113,173	49,171	162,347
3rd "	"	Feb. 7,	73,788	28,884	102,672
4th "	"	Mar.14,	74,281	29,657	103,938

Five schools extended the term, continuing classes until June 14, 1929. This attendance is not considered in the above figures. During the second and third quarters of the year the attendance seems to drop back. Many factors are involved in this decrease in attendance. It is due somewhat to the coming of winter weather and to the inauguration of winter social interests. Then, some students find their ambition too great for their physical strength and they are unable to carry on the program. Others are satisfied with but a little knowledge and drop out before the end of the term. Still others do not find the classes to their satisfaction. In the beginning English classes this is often true of people well-

educated in other languages. The elementary classes move too slowly to meet their intellectual demands. The individual schools, however, make every effort to answer the local desires. In addition to the Americanization and regular elementary subjects, each school offers work especially adapted to the particular type of neighborhood in which the school is located. The Goethe, the Stowe and the Lawson add classes in manual training and gymnasium; the Jackson, manual training, gymnastics and mechanical drawing. The Seward has a class of ninety-one in sewing, while the Jones is entirely commercial. The elementary group at Lake View High shows a surprisingly large group of foreign born. Eight hundred and sixty-six are enrolled in the foreign born group and only seventy-five in grade school work.

"It is particularly essential," we are told, "that in a relatively new organization such as the evening school something more than routine work be demanded of teachers. Vision, courage and enthusiasm are needed" (4:203). The evening school teacher must be a master of his subject. His pupils, being adults, have a background of experience which he must recognize, and they have definite aims and purposes which he must consider in planning his course. His method, too, must be adapted to mature minds. Individual differences are even more marked in the adult, and these differences must be

recognized in the teacher's approach and method. John F. Friese considers ability to sense individual differences, leadership, assurance, sympathy and patience as valuable personal attributes in evening school teachers (4:207).

Chicago has drawn its evening school teachers from two principal sources: from the teaching force of the day school, and from the trades. Each group has its strong points and its weaknesses. The day school teachers who teach the academic subjects in the evening school have the advantage of pedagogical training as well as a knowledge of the subject. But this type of evening school teacher has two sources of weakness. Unless he is one of unusual vitality, he approaches his evening school class fatigued by his day's work, and unless he is a teacher of vision and adaptability, he is liable to carry his day school methods into the evening school. The occupational teacher, on the other hand, often lacks the ability to organize his class and present his material scientifically. To counteract this apparent deficiency we must grant that his material is of a practical nature and that he is usually in direct contact with all phases of the work. For a faculty of an evening school, therefore, both types of teachers are valuable, yet both types need special training in the teaching of adults. "A competent teacher who presents well-organized subject matter by methods adapted to adults usually does not have a serious problem in regard to attendance. Interest is the entering

wedge and holding power. It applies to adults in evening classes, just as it is now recognized as being a most essential, if not the most essential factor in the teaching of the junior high school pupil. In the case of evening education it is interest born through a knowledge and realization of the fact that the individual is securing instruction which he desires and which he knows will be of value to him" (4:155).

Although the method of teaching may be in general either the individual or the group method, no one method is especially adapted to adults. The length of the evening school class period, from 7:30 to 9:30, makes it essential that the method be varied with the subject matter. Demonstration, class discussion and individual help may all be combined in the teaching method employed during one class period. The method of the teacher is largely one of individual choice. At the present time there has been very little supervision of the work, although it would seem that supervision would be more essential in the evening school than it is in the day school, where a trained group of teachers are doing the special work for which they are prepared. The evening school teacher is judged only upon his ability to hold his class, although the size of the class will vary with the type of subject, as well as with the popularity of the teacher. The average number of pupils per teacher during 1928-29 was thirty-one. The good

teacher must always be the chairman of his little group, for, as Peffer reminds us, "While there may be disparity in knowledge between teacher and student, there must be complete intellectual equality in discussion" (15:245).

The cost of maintaining the twenty-five evening schools is indicated in the appropriations of the Board of Education for the calendar years 1928 and 1929.

COST OF CHICAGO PUBLIC EVENING SCHOOLS, 1928

Salaries of Principal and Teachers - - - - - -	$411,037.25
Supplies, text books, clerks, tool keepers, etc.	425,988.57
Operation of plant - - - - - - - - - - - - - - -	139,961.41
Total -	976,987.23

APPROPRIATIONS FOR EVENING SCHOOLS, 1929

Salaries of Principal and Teachers - - - - - - -	420,300.00
Supplies, text books, clerks, tool keepers, etc. -	437,300.00
Operation of plant - - - - - - - - - - - - - - -	163,957.00
Total -	$1,021,557.00

The cost of the entire evening school system is approximately equal in amount to the upkeep of one of the large day high schools. The total cost of the Schurz day high school in 1928 was $943,654.00, and in 1929 it increased to $1,056,032.84. Crane cost the City of Chicago $1,120,926.14 for the year 1928 and $1,084,192.00 for 1929.

CHAPTER IV

ADULT EDUCATION IN SPECIAL CLASSES IN THE PUBLIC SCHOOL SYSTEM.

Considerably smaller in numbers than the evening school group, but possibly far greater in significance, are the special classes for adults. These special classes are under the supervision of Miss Frances K. Whetmore, a very capable and enthusiastic leader in the field of adult education. In 1914 Chicago, made conscious of its foreign elements by the beginning of the World War, organized its first adult classes for Americanization work in the Jones school. There were fourteen members in the first class and each individual had been accepted by the Board of Education upon presentation of a letter of recommendation signed by a reputable American citizen (82). In 1918 the Department of Adult Education was established and Miss Frances Whetmore appointed to supervise the special classes for adults. Beginning about eleven years ago with four classes, two in settlement houses and two in factories, Miss Whetmore has enlarged her field of work until, at the present time, she supervises a staff of between sixty-ive and seventy-five teachers in charge of two hundred and fty classes.

During 1929-30 the following classes were in session:

NAME	DAYS	TIME
Beale School	Tue. Thu.	1:30- 2:45
Belden Ave. Baptist Church	Thu.	1:00- 2:30
Bryant School	T. W. T.	3:15- 4:15
Burns School	M. W. F.	2:00- 3:00
Cameron School	M. T. W.	9:30-11:30
Chalmers School	M. T. W. T.	9:00-11:00
Chicago Commons	Mon. Wed.	1:00- 2:00
Chopin School	T. W. T.	12:45- 2:45
Clark School	M. T. W.	9:00- 0:00
Clay School	Tue. Thu.	3:00- 4:00
Commonwealth Edison CO.	Tue. Thu.	12:15-12:45
Commonwealth Edison Co.	Mon. Wed.	11:30- 1:00
Columbus School	M. T. W.	1:30- 3:00
Columbus Park	Tue. Thu.	2:00- 3:00
Delano School	Tue. Thu.	2:15- 3:15
Drake School	Mon. Wed.	3:00- 4:00
Eli Bates Settlement	Mon. Fri.	2:15- 3:15
Gads Hill Settlement	Tue. Thu.	10:00-11:00
Gage Park School	Mon. Thu.	1:30- 3:30
Garfield School		
Grand Crossing Park	Mon. Thu.	10:00-11:00
Gregory School	Mon. Wed.	1:00- 2:00
Haugan School	Mon. Wed.	9:30-11:30
Henry Booth House	Mon. Wed.	7:30- 8:30
Herzl School	M. T. W. T.	3:00- 4:00
Hibbard School	M. T. W. T.	3:00- 5:00
" "	M. T. T.	3:30- 5:30
Howell Neighborhood House	M. W.	8:30
Hull House	Tu. Thu.	3:30- 5:00
Hyde Park Community Ctr.	Mon. Wed.	1:45- 2:45
Irving (Washington)	Wed. Fri.	1:30- 2:30
Keith School	Tue. Thu.	9:30-10:00
Kohn School	Tue. Thu.	10:30-11:30
La Fayette School	Mon.T.W.T.	9:00-12:00
La Salle School	Mon. Wed.	2:00- 3:00
Lawson School	Tue. Thu.	9:30- 1:30

NAME	DAYS	TIME
Lowell School	Tue. Thu.	9:15-10:15
Marquette School	Fri.	9:45-11:15
New York Central R.R.	Tue. Wed.	12:15-1: 00
Northwestern U. Settlement	Tue. Thu.	7:30- 8:30
Our Lady of Guadalupe Church	M. W. F.	2:00- 7:30
Penn School	M. T. W. T.	3:00- 4:00
Perry School	Tue. Thu.	1:30- 3:00
Pope School	Mon. Wed.	3:15- 4:15
Raymond School (Br. 2)	Tue. Thu.	2:00- 3:00
Ryerson School	Tue. Thu.	1:00- 2:30
Santa Fe R.R.	Mon. Tue.	6:00- 7:00
Scanlon School	Wed. Fri.	10:00-11:00
Schley School(1240 N. Oakley Blvd.	T. W. T.	10:00- 1:00
Sexton (Austin O.)	Mon. Wed.	9:00-11:00
Sexton (James)	Mon. Wed.	11:00-12:00
Sheridan School (Mark)	M. F.	3:15- 4:15
Shields School	Tue. Fri.	3:15- 4:15
U. of C. Settlement	Tue.	1:30- 3:30
Von Humboldt School	M.T.W.T.	9:00-12:00
Ward School	Mon. Fri.	2:30- 3:30
Waters School	Tue. Thu.	1:30- 2:30
Wells School	T. W. T.	1:30- 3:30
Whitney School	Tue. Thu.	3:00- 4:00
Wicker Park School	M. T. W.	1:30- 2:30
Wrigley Building		
Yates School	Tue. Thu.	1:00- 2:00
Y.W.C.A. (59 E. Monroe St.)	Wed. Thu.	6:00- 7:00
" "	Thu.	4:45- 5:45
Y.W.C.A. (101 South Ashland)	Mon. Thu.	7:30- 8:30

The teachers of the special classes are "hand picked" as Miss Whetmore expressed it. They are social workers interested in the cause of adult education. Here, as in the evening school, there is no compulsory education law. Whether the

teacher is teaching an American mother parental care or an immigrant mother to speak English, she must hold the interest of her student. These adults come to get information of an especially desired type, and the efficient teacher must sense this demand, must supply the need, and, if possible, lead them on to fields of greater intellectual interest. The classical example of success in this field of widening interest is told by Dr. Parks of an English workman who, after working through a long day at a tiresome machine, entered a class for adults and attracted, probably by the mechanical movement of a potters wheel said he would like to learn pottery. Soon he became interested in books on pottery, then specialized in Greek pottery, studied Greek to know his pottery better, and finally became one of England's greatest Greek Scholars (82). This is, of course, an isolated and unusual case, but the sincere, enthusiastic teacher, in a small way at least, can give to those who enter her classes a broader and happier outlook by bringing them into contact with new intellectual and social forces. "We live in proportion to our ability to respond to our environment," says Frank D. Boynton. "Education multiplies the points of contact with environment; trains men to interpret, to modify, and, in a measure, to control environment; and leads him upward from savagery to his Maker" (25:274).

Forty-four institutions in the country are now offering courses in teacher training for adult classes. To the credit

of the Chicago Public School System- or rather, to the credit of Miss Whetmore, for it was through her efforts,-the Chicago Teachers College during the past nine years has offered a course in training of teachers for work with adults. For the past four years a second advanced course has been offered. Miss Whetmore is giving two courses at the Chicago Teachers College in the Summer of 1930 These courses are summarized in the catalog of the college as follows:

58: Adult Education

"This course will deal with immigration, its history, and the laws governing admission of immigrants; the development of elementary adult education; the organization of classes; the subjects to be taught; and the best methods employed in the teaching of the adult. Bibliography of available texts."

59: Advanced Adult Education

"This course will deal with the adult education movement, its rapid growth and development, and present significance in education, the recent developments in material and methods used with adult groups. Prerequisites for this course are experience in teaching adults and previous training."

The teachers in charge of the classes on parental care are women especially trained in this department. These teachers meet each class every alternate week, the period in the intervening week being devoted to reading and discussion by class members. With this very efficient distribution of a teacher's time, Miss Whetmore has found it possible during the past year to operate eight class groups interested in parental

care at the ridiculously low cost of five dollars a month for each class. These classes promise to continue their work next year. Various writers have attempted to explain the recent interest in the field of parental care. One article explains the present interest as the converging of several movements, directed by such organizations as the Child Study Association and the National Congress of Parents and Teachers (66:323-32). These organizations to the present time have acted independently but with the same purpose in view.

Dorothy Canfield Fisher maintains that parents are today more intimately associated with their children than ever before and that modern ideas of psychology and social development have aroused, on the part of parents, a new interest in the possibilities of the children entrusted to them. Whatever the cause, considerable interest in parental care is manifest at the present time. The students who enroll in this field are usually women of more than average intelligence and the majority of them are Americans.

As a group, however, the special classes for adults show a larger proportion of foreign born students than either the community centers or the evening schools. During the past year five classes for adults have met at the Von Humboldt School and the Lawson School; four at the Hibbard Junior High and at the Schley School; and three at each of the following: Sexton School, Commonwealth Edison Co., Gads Hill Settlement,

the Marquette School and the La Fayette School. At the other centers one or two classes were enrolled. About six thousand students have joined these classes during the past year.

The many national groups represented in this six thousand adult school population are shown in the following Table: The leading group is indicated where one nationality predominates.

TABLE X

NATIONAL GROUP REPRESENTED IN
SPECIAL CLASSES FOR ADULTS 1929-30

Beale -	Mixed group. No one nationality predominant.
Beldon -	Largely Assyrian.
Bryant -	Mixed group. Russian Jews predominant.
Burns -	Bohemian.
Cameron -	Mixed group.
Chalmer -	" "
Chicago Commons -	Italians and Mexicans predominant
Chopin -	Mixed group
Clark -	Mixed group. Many Russian Jews.
Clay -	" "
Commonwealth Edison	" "
" "	" "

Columbus School -	Mixed group.
" Park -	" "
Delano -	American. Germans, Russians.
Drake -	Negro.
Eli Bates -	Largely Italian.
Gads Hill Settlement -	Polish.
Gage Park School -	Largely Bohemian.
Garfield -	Population has shifted many times. Polish - Mexican - now Negro.
Grand Crossing -	Bohemian and German
Gregory School -	Russian
Hibbard "	Mixed. Russian Jews leading group
" "	" " " " "
Hirsch Junior High -	Italian. Mexican.
Hull House -	" "
Hyde Park Community House -	Mixed.
Irving -	Mixed. A group composed entirely of pension mothers.
Keith -	Colored.
Kohn -	German. Bohemian. Poles.
La Fayette -	Largely Russian Jews.
La Salle -	Syrians. Greeks.
Lawson -	Russian Jews.
Lowell -	" "
Mann -	Mixed group.

Marquette -	American women.
Morrill -	" "
N. Y. Central R. R. -	Mixed. Mexican.
Northwestern Univ. Settlement -	Mixed. Lithuanians, Bohemians, Poles (largest group).
Penn -	Mixed group. Russian.
Perry -	Mexican. Italian.
Pope -	Poles. Russians.
Raymond -	Colored.
Ryerson -	Jewish group.
Santa Fe R. R. -	Mixed group.
Scanlan -	Danish.
Schley -	Mixed group. Many Assyrians.
Sexton (Austin)	Mixed. American.
Sexton (James)	Persian group.
Sheridan (Mark)	Mexican group.
Shields -	Polish.
U. of C. Settlement -	Polish. Lithuanians.
Volta	
Von Humboldt -	Russian Jews.
Ward -	Italian.
Waters -	Mixed. Bohemian and German.
Wells -	Polish.
Whitney -	Bohemian.
Wicker Park -	Polish. Russian.

Wrigley Bldg. -	Mixed group.	Scrub women.
Yates -	" "	
Y. W. C. A. (2919 Cortland)-	German girls.	Domestic servants.
" " " " (59 E. Monroe) -	" "	" "
" " " " (101 S.Ashland) -	" "	" "

(82)

From a study of the table on the nativity of students it becomes evident that the special classes for adults are composed largely of members of the newer immigrant groups, and such classes may do much to aid the new immigrant in his difficult adjustment towards American life. In age the students range from sixteen years to seventy and the majority of them represent the laboring class. Just as in the evening schools and the community centers the Board of Education will, as far as funds permit, provide a teacher in any subject upon the application of twenty adults. These classes may be held at any time and any place convenient to the students.

The majority of the classes meet two or three times a week, some in school buildings, others in commercial houses. One English class organized for the Scrub Women meets at the Wrigley Building from 4:30 to 6:30 on Thursdays. Another class meets at the New York Central Freight House, still another at the Santa Fe Railroad Yards in a railroad coach loaned for the purpose. Most of the classes meet in the afternoon and two-thirds of the students are women.

At the Marquette School there are two classes composed of native born American women. When asked by Miss Whetmore, who organizes each new class, what study they wished to pursue, the reply was: "We want to know something of civics and history and what our children learn at school and why." These classes have now been in operation for three years. At the Gads Hill Settlement and the University of Chicago Settlement groups of foreign born women are learning to speak English in order to retain their mothers' pensions. The law requires that a mother receiving the pension must speak English. During February and March of 1929 large classes of unemployed foreign born men met at Hull House for the purpose of learning English (82).

The two classes meeting at the Hibbard (class A from 3:15 to 4:15 and class B from 4:15 to 5:15) form rather a typical group, and Miss Matilda Adams, the instructor, gives rather an interesting statement as to the aims of the students in attendance. The classes are in English and citizenship, and the group is of a mixed variety with many Russian Jewish women and a few Spanish, Hungarians and Italians. These women are home women, but due to economic conditions, many of them are anxious to secure employment. Several of them desire to become saleswomen. Others come because of the many inconveniences suffered by the individual unable to read, speak or write the language of her adopted country. Miss Adams adjusts

her program to the needs of her group. In the English classes they are taught to express themselves on questions concerning the home, the school, their native countries, business, social and civic interest. They learn to write checks, make out deposit slips, to read signs in common use, especially danger signs, and to write letters. An elementary knowledge of parts of speech and sentence structure constitutes the grammar work. In the civics class they learn the desirability of citizenship and something of the constitution and history of the United States. In the beginning class there are very few citizens, but in the advanced class sixty per cent are citizens.of the United States (85).

The classes at the Keith school present a different problem. Classes are composed largely of colored people, with a few Jewish students, and the Principal, Maudelle B. Bausfield states that seventy per cent of the group are illiterate, although practically all of them are citizens. The students represent the laboring class, and range in age from twenty years to sixty. Their class work is of an elementary academic nature and the method is individual (86).

Although this work, motivated by the particular needs of a small group and carried to success by their own sustained enthusiasm, must of its very nature be almost limitless in plan and possibility; the work as supervised by Miss Whetmore has a definite plan and a definite basic program. Two special

diplomas are offered to those who complete the required work of certain established courses. The first diploma is the citizenship diploma, and is granted to those who prove by examination that they have acquired a working knowledge of English and a fair understanding of the American government. The English required is equivalent to the regular fourth grade English. Many foreign born people desiring to become United States citizens complete this course. The citizenship diploma is recognized by the naturalization board.

To receive the second diploma, for the advanced course, the student must have a knowledge of English equivalent to sixth grade work of the regular elementary school and must have achieved satisfactory results in the subjects history, geography and civics. Three hundred graduates, about two-thirds of whom were women, received their diplomas June 18,1930 at Fullerton Hall, Art Institute.

A rather unique situation exists at the Dante School. The Dante is part of the day school system and is not under Miss Whetmore's supervision. This school, under Miss June H. MacConkey, is the only one in Chicago in which full time day school classes for adults are in session for the school year of forty weeks, five days a week. Miss MacConkey states: "The Dante Adult division is organized as a regular school, but the pupils attend at times convenient for them; some come only certain days of the week, others only certain hours of the day

and still others come all day every day of the week. The school exists to serve the pupils and they take advantage of it as they have time." In Miss MacConkey's statement is expressed the spirit of service which is characteristic of the educators in this field. The interest of the teacher is centered in the individual welfare of each student, and methods and subject material are adjusted to meet his needs. Social and economic questions complicate the educational problem. In the Dante graduating class this year fifteen different nationalities were represented. The entire enrollment during the past year was two hundred and ninety-eight men and one hundred and twenty-three women. The four hundred and twenty-one individuals in this group brought together from many distant nations varied in age from fifteen to sixty-five years. Among the younger members of the student body there is a small group of Americans, some of whom are colored. China and Mexico have given several students to the Dante. Other details in regard to the nativity and age groups of the students enrolled during 1929-30 are summarized in Table XI, which follows:

	15 - 25 years			25 - 35 years			35 - 45 years			45 - 55 years			55 - 65 years		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
American, white	6	1	7	2	5	7	3		3						
American, negro	2		2	5	3	8									
Armenia	2		2					1	1		1	1			
Austria		1	1		2	2									
Bolivia	2	1	3												
Bulgaria	1		1		1	1		1	1						
Colombia	6		6	6	1	7									
China	34		34	12		12	1		1	1		1			
Cuba	1		1	3		3									
Czecho-slovak.	1		1	1	1	2	1	2	3						
Cyprus	1		1	1		1									
Denmark		1	1												
Ecuador	1		1												
Finland	1		1												
France	1		1	2	1	3									
Germany	5	3	8	8	2	10				1		1			
Greece	5		5	3	1	4									
Holland					1	1	1		1						
Hungary	2	1	3					1	1						
Ireland														1	1
Italy	14	11	25	6	3	9	2	1	3	1		1			
Jugo-slavia	4		4	1		1	1		1						
Lithuania	1	2	3	4	3	7	1		1		1	1			
Mexico	40	5	45	30	14	44	2	3	5		1	1			
Nicaragua	2		2												
Panama								1	1						
Palestine					1	1									
Persia	3	1	4	1	1	2									
Poland	9	10	19	2	3	5	3	1	4	2	1	3			
Peru	2		2												
Roumania	3		3	1		1									
Russia	8	6	14	10	6	16	1	2	3		4	4	1	1	2
Spain							1		1						
Sweden	2		2	2		2	1	2	3						
Salvador	4		4	2		2									
Turkey	1		1		1	1									
TOTALS	164	43	207	102	50	152	18	15	33	5	8	13	1	2	3

The students at this school represent every level of intellectual development. Some of them are illiterate, but "many of them," according to Miss MacConkey, "are literate in foreign languages. A few have superior educations."

It is very difficult to estimate the true educational value of adult classes such as those at the Dante or those adult classes under Miss Whetmore's supervision. These sections meet an expressed need of a certain group of people, and through satisfying that need, exert influence upon the economic and social surroundings of their communities. All of the students who attend these classes are handicapped academically or industrially. It is the purpose of the special schools to remove such handicaps, and to open up new avenues of activity and pleasure to the various students. The steady growth and expansion of the special classes in the Chicago Public School System during the past eleven years is an indication that, to some extent at least, the classes for adults are meeting the demands of the field. As Thorndike says: "Public welfare depends as truly on who goes to school after fifteen as on how many go to school till fifteen" (17:194). Up to the present,however, the Chicago Board of Education has not given adequate financial support to the program of adult education. The special class teachers are paid only $2.50 a class, and the entire appropriation for the work in the past two years is

as follows:

1928 - Calendar year	
Salaries and wages -	$23,687.74
Supplies -	39.67
Total -	$23,727.21

1929 - Calendar year	
Salaries and wages -	$25,000.00
Supplies -	200.00
Total -	$25,200.00

(81)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS.

As one views the various developments of adult education in the Public School System of Chicago, certain prominent facts present themselves. Chicago has inaugurated and is carrying forward a splendid program in adult education. Many authorities write enthusiastically about the Danish folk schools and the English schools for workers and discuss at some length the possibility of such schools in America. It is hardly possible and certainly not advisable to attempt to transfer a definite school division from one country to another. Chicago has a system effectively organized and operated - and the progress of the future should come through the expansion and co-ordination of the co-operative agencies in this group. From a study of the three principal divisions of adult education in Chicago, it becomes apparent that while community centers, the evening schools and the special classes all attempt to answer whatever demand the adult students make upon them, there is in each case an emphasis upon a particular phase of adult education and a tendency to serve a particular group. The community center offers an extensive program which is more along recreational lines than that of either the evening school or of the special classes. The evening school is more

academic, and serves a middle-class group of workers interested in perfecting certain skills. The special classes serve very largely the more humble groups, the foreign born and the illiterate laborers. This tendency to specialize seems to indicate that a closer co-operation and a more intensive division of labor among those interested in promoting adult education would be desirable.

The community center at the present time offers essentially recreational facilities for the poorer neighborhood. But the community centers established in the better neighborhood indicate that they will become a very important factor in the building of community co-operation and civic ideals. Manifestly adult education should not be a type offered only for the handicapped. No group of people is so well educated that its members cannot gain by the exploration of new fields of learning. Dorothy Canfield Fisher contends that teachers should be especially concerned with the new movement to create a public opinion favorable to adult education. If such opinion were established, it would prevent or at least lessen the overburdening of the regular school curriculum because of the feeling that unless the student receives certain things in school he will never acquire them. In learning new material the teacher is also brought into closer contact with the learning problems of his students (32:312).

Many opportunities are open to educated people and college research has shown (53:80) that only a small proportion of college people can be interested in an educational program, but the community interests and recreational programs which the community center offers will appeal to most of them. Co-operation in community activity results in a feeling of civic responsibility which must be of value to any community. Such community centers would not only be self-supporting, but could be a source of financial aid to people in poorer districts.

The evening school is well established in its educational program, and while it undoubtedly will expand its curriculum as the demand becomes varied, it serves the community best by offering to individuals employed during the day the exact type of education which he could obtain by attending day school.

The value of the evening school, however, could be enhanced by co-operation with the Readers' Bureau of the Public Library. The Public Library, which maintains branches in many public schools, has an intimate and direct relationship with the problem of adult education.

The Public Library not only offers good literature, which is essential in informal adult education, but offers a very special service to adult students through the Readers' Bureau. At an initial cost of $750 for duplicate books, the Readers' Bureau was established in 1923. The Readers' Bureau has

issued a series of fifty pamphlets, each one of which outlines a course of study in a particular subject and supplies the related bibliography, indicating the order in which the books should be read. Some of the pamphlets, which average thirty-five pages in length, are: "Biology" by Vernon Kellogg; "English Literature" by W.N.C.Carlton; "Ten Pivotal Figures in History" by Ambrose W. Vernon; "Frontiers of Knowledge" by Jesse Lee Bennet; "Psychology and its Use" by Everett Dean Martin; "Philosophy" by Alexander J. Meiklejohn and "Economics" by Leon C. Marshall. The bibliography in the pamphlet is intended to be selective rather than inclusive, yet sufficient to give the interested reader a working knowledge of the field. For example, the pamphlet on the Ten Pivotal Figures in History suggests the reading of the following books: "The Apology of Socrates" by Plato; "The Life of Alexander" by Plutarch; "Caesar" by James Anthony Froude; "The Apostle Paul and the Modern World" by Francis G. Peabody; "Martin Luther, the Man and His Work" by Arthur C. McGiffert; "Lord Bacon" by MaCauley; "Rousseau and His Era" by John Morley; "George Washington" by Woodrow Wilson; "Lincoln" by Nathaniel W. Stephenson; and "Woodrow Wilson and His Work" by William E.Dodd.

In the bibliographies, such as this on History, the choice of books is open to criticism. This criticism becomes more serious when one considers the authorities offered in a study of religious thought. The bibliography dealing with the

Christian Era apparently is composed entirely from the Protestant standpoint. One looks in vain for the names of the great Catholic authorities one might expect in such a bibliography. Such a grouping of material would hardly give the reader a fair conception of the religious thought development of movern civilization. However, a difference of opinion as to the value of the particular authorities listed in the bibliographies, would not alter the fact that the library is making a sincere effort to give greater service to the reading public.

If a student desires to pursue some line of work upon which no pamphlet has been prepared, the Readers' Bureau offers him advisory service, and a trained librarian will furnish him a typewritten outline of a course suited to his desires and needs. The Readers' Bureau aims to give a service which will get "the right book to the right person at the right time". Between October 1, 1923, and January 1, 1925, two hundred and thirty courses in one hundred and seventy-seven subjects had been put into the hands of three hundred and thirty-seven readers. In January 1925, one hundred and fifty-one members of the Readers' Bureau continued courses, while thirty members temporarily suspended. When a student becomes a member of the Readers' Bureau, he files an application card, supplying the following data: name; address; education; occupation; and list of books already read. Of the three hundred readers enrolled

during the first year, one hundred and seventy-one were women and one hundred and thirty-three men. The students taking advantage of this special service are, as a group, well educated. Of those enrolled between 1923-1926, thirty-one per cent were college graduates; fifty-three per cent were high school graduates, and sixteen per cent were elementary school graduates. The type of individual using the service has not varied greatly in the various years. At the present time the course on interior decorating is the most popular with the women and the general business course most popular with the men. In November, 1925 the Readers' Bureau began to feature the "Reading with a Purpose" courses offered by the American Library Association. Eight hundred copies of books were added to the average of two hundred and fifty reserved for the Readers' Bureau. The books of both the American Library Association and the Readers' Bureau courses are now reserved so that the student may receive them at the proper time and in the proper sequence. The student is allowed to take one or two books at one time and retain them for a month. Books will be sent by mail if the student so desires. As students may enroll in the Readers' Bureau at any time, and withdraw at any time, the membership varies in number. At the present time (June,1930) two hundred and five students are availing themselves of the services of the Readers' Bureau and about one hundred and fifty

students are pursuing courses offered by the American Library Association.

The special interests of the readers enrolled in the American Library Association courses, about fifty per cent of whom are men, seem to be in literature and psychology. Ninety eight courses have been called for in literature; twenty-two in modern literature, eleven in drama, thirteen in the short story, twelve in fiction and fifteen in literary history. Twenty-three individuals have asked for the course in psychology.

The work of the Readers' Bureau is a similar but more personal service than that of the American Library Association. A student may, as a result of consultation with a trained librarian, obtain exactly the type of material he especially desires (13:159-77).

A plan of co-operation between the public evening schools and the Readers' Bureau would greatly enhance the value of both organizations. A rather effective plan along this line has been put into operation in Portland, Oregon. At the request of the superintendent of the evening schools, each pupil is supplied with a supplementary reading list, compiled by the Library Technicians to accompany the course in which the student is enrolled. The adviser of adult education also visits the evening school classes and tries to interest the students in the service which the library has to offer.

The evening school students, as a group, have the ability maintain sustained interest in a project and have the cational background needed to be a member of the Readers' eau. The evening school, therefore, seems the logical place establish contact and co-operation between the public school stem and the Readers' Bureau.

As the evening school seems well-adapted to further the ading program of adult education, so the Special Classes r adults seem especially well organized to handle the oblem of illiteracy. The attention of the people of the ited States was attracted to the illiteracy problem when the rgeon General's report on illiteracy among the American rces during the World War showed a percentage of 24.9 lliterates. In groups representing certain districts the lliteracy rate was as high as 49.5 per cent, which is rather startling figure when compared with England's rate of one to ne hundred and Germany's rate of one to five thousand pulation. Unfortunately, for the purposes of this thesis, he figures of the 1930 census are not yet available. But he figures of the 1920 census indicate that Chicago has a erious problem of illiteracy. Illiteracy not only curtails ne happiness of the individual but creates a definite conomic loss. The illiterate man fails to respond to any rinted material, hesitates to deal with banks, even hesitates travel because of his inability to read directions.

Illiteracy also endangers life. Henry Ford, in speaking of one of his factories, once said: "Accidents in this plant have been decreased fifty-four per cent since the employes have been able to read factory notices and other instructions." And again, Henry Van Dyke has said: "To place the ballot in the hands of illiterate persons is like hanging a diamond around the neck of a little child and sending it out into the crowded street." The ballot has been put into the hands of probably four million illiterates in the United States (16:181)

In Chicago, according to the figures of the 1920 Census Report, the illiterates numbered 99,133 or 4.6 per cent of the population. Of the native born white population, 0.2 were illiterate; of the negro population, 3.9; and of the foreign born whites, 11.6 per cent. The 4th Estate November 23,1929, Market Guide for 1930, estimates the number of illiterates in Chicago in 1929 at 100,500 (74). As a group these illiterates are not readily interested in educational development. Education is an unexplored field to the vast majority of them, and its advantages and beauties must be placed before them in a way which will have a personal appeal. A sentiment in favor of education must be created and sufficient enthusiasm aroused to carry them on to success. Hamilton County, Tenn., accomplished much last year by offering a free trip to the national capital to every student over eighteen who should attend every evening of the class which had been established,

and to every student who made a "record clear of tardiness and satisfactory in effort, attitude and achievement" (65:62). This plan seems too extravagant for a large community to consider, but the idea of offering some reward of educational value seems sound. Never having entered a school, the illiterate cannot appreciate education as such and must in some way be brought to a realization of its practical value to him.

Many illiterates are at the present time enrolled in the special classes for adults in the Public School system and with the funds now available Miss Whetmore is undoubtedly doing all that the most enthusiastic educator could do. Were she free to expand her department in accordance with the demands, Miss Whetmore could do a great deal toward helping solve the illiteracy problem of Chicago. Of course, in enrolling the illiterates it would be necessary to interview each individual. Names and addresses of the illiterates could be obtained from the census bureau and the individuals approached by the truant officers of the district. The Public School System of Chicago has a force of one hundred and twenty-three truant officers. The number of illiterates in any one particular district would probably not be large enough to make this additional task a burden too great for the truant officer. After as many as possible had been enrolled, a short, intensive course of about three months would enable the students to read and write, and

would give the teacher an opportunity to indicate lines of study or reading which might prove interesting and beneficial to the individual.

Dr. Hadley of Yale has said: "Education has a constantly receding goal." If the curiosity of the illiterate adult is aroused, he will pursue that goal to his own happiness and to the betterment of the social group of which he is a part. The Chicago Public School System has the machinery at hand; it has enthusiastic leaders in adult education, and on the basis of the 1930 census figures, should inaugurate an intensive drive against illiteracy.

The successful program of adult education demands, not only that the people be brought into contact with the sources of learning, but that they be given guidance in that education which they seek. Dr. John C. Wright, Director of the Federal Board of Vocational Education, in his address at the fifth annual meeting of the American Association for Adult Education in May, 1930 indicated that real vocational guidance is one of the great needs in adult education today. But such vocational guidance must represent true leadership, not the theoretical work of amateurs. Dr. Wright spoke of a study carried on by the Federal Board (1924-27) which indicated that the average annual earnings of eight thousand rehabilitated soldiers exceeded the original earnings by an amount greater than the cost of rehabilitation, which is, on the

average, three hundred dollars. Dr. Wright attributed this condition to the fact that the men had been guided to places in the industrial world which they were able to fill and in which they were happy. We are still in the period of adjustment from hand labor to machine. When the electric light bulb was first put on the market a man could make seventy-five lamps a day. At the present time a machine displacing two thousand men turns out 73,000 lamps every twenty-four hours. Brick making machines now turn out 49,000 bricks an hour. Summing up the losses and gains in employment from 1920-27 Dr. Wright estimated that in six large fields of industry - production, transportation and communication, distribution, professional and semi-professional occupations, domestic and personal service, and government service - 2,000,000 jobs have been abolished and 2,500,000 other jobs created. Oil heating has supplied 30,000 new jobs, electric refrigeration 40,000, the radio 150,000 and the motion picture industry 350,000. It is the work of adult education to adjust the situation, to enable the individual out of work through the abolition of his particular job to find his place in the new fields of production. Private agencies have shown the possibilities in this field.

The Vocational Adjustment Bureau, established ten years ago in New York, has offered guidance to girls in misfit jobs. The girls coming for advice are given tests, such as the

Portens Maze test, Thurstone Clerical and Typing test, and Monotony tests. With the results of the tests and the personality of the applicant in mind, they have attempted to place the girls in congenial, even though in humble occupations. During October 1928 the following placements were made:

Domestic service, approximately	2%
Miscellaneous,	4%
Selling,	5%
Other store occupations,	10%
Machine operating,	10%
Hand sewing,	12%
Clerical,	15%
Factory work,	40%

For successful adjustment the worker needs effective vocational guidance and this should be supplied, either through a central bureau or through information disseminated by way of the evening schools.

Gary, Indiana is accomplishing splendid results through its evening schools. Under the Gary plan the evenings schools which operate upon a cost one-twentieth of that of the day school, offer every line of activity desired, and one-sixth of the population of Gary is attending evening school. Through the evening school, too, an attempt is made to aid the individual in successful placement in the industrial world.

The Chicago Public School System has a department of vocational guidance, but its work is largely that of placing the various professional and industrial fields of activity before the younger student so that he may have a definite

educational goal. Vocational guidance for the adult must be of a different type. The adult, seeking advice, desires to know one of three things: how to get a job; how to keep a job, or how to get a better job. The vocational adviser to adults must have practical experience and wide knowledge of the industrial world. Here, again, Chicago has the machinery already established. The present department of vocational guidance need only expand its program to include the adult. Statistical information could be distributed through the various classes for adults or through the public press.

Whatever adjustments may be necessary in the Public School System to encompass the adult education movement, it seems essential that the leadership and control of that movement remain in the hands of real educators. Active in the field of adult education we find such prominent educators as the following: John D. Willard, recently appointed Visiting Professor of Education at Teachers College, Columbia; Levering Tyson, Director of the National Advisory Council on Radio in Education; Dr. A. Caswell Ellis, Director of the Cleveland College of Western Reserve University; and Dr. E. L. Thorndike of Columbia. Yet there is a noticeable radical trend in the adult education movement today and strong tendency to criticize, if not actually to discard much of the best that has been accomplished by our educational system in the United States.

Dr. Joseph K. Hart's statement that "the schools do not educate; that the most that any school can do is to help the individual to find himself somewhat and initiate him into methods which he can use for his own self-education" (6:280) is undoubtedly true. But one feels inclined to dispute such statements as "there is no hope for the future of the race in the extention of the academic routine" (6:282), and "more thought is being given to schooling these days than ever before in human history and less to education" (6:286). Hart in his conclusion proposes three things which adult education must accomplish:

1. "Adult education must work for the release and development of spiritual powers in individual communities. These powers include "feeling for the group, for one's own kind; longing for action; mastery of things; sense of justice and fair play; desire for beauty and romance; integrity and inviolability of the human spirit and a longing for knowledge as a means of understanding and illumination of the meaning of life.

2. "Adult education must develop instrumentalities and a community life as a whole which will guarantee, in as far as may be, the essential release and development of the powers mentioned above and the subordination of everything else to these guarantees.

3. "The organization of an educational center- for example, the non-academic school, on the general lines of a Danish Peoples College, as an intregal part of the community" (6:305).

Hart's third conclusion seems inconsistent with his appeal for democratic education. True, the Danish plan has proved very successful, but it would seem more democratic

to keep, as we have done in the United States, special training in agriculture or the trades within the curriculum of the regular secondary schools and the colleges.

Our present educational program must, of course, be expanded to meet the new educational demand, but there is nothing in the present organization which makes it incapable of accomplishing the aims set out by Hart in the following:

"So the problem of Adult Education lies here,- in two-fold form, to wit: first, to make clear to ourselves the outlines of a genuine democracy for the future with all the perplexities and complexities, and all its seeming contradictions, denying none; and second, to help ourselves and all other individuals and groups and communities and nations to realize the meanings, still latent, unexplored, even unsuspected within that democratic future, in order that our joyous energies may be released for its eventual accomplishment" (6:27).

Horace M. Kallen seems even more emphatic in his criticism of present educational systems. He says: "Education has been a false Messiah. Education has not increased production, has not diminished crime, has not prevented social classes"(11;10-11)

Our present system of education is far from perfect, but it is equally far from absolute failure,- and there is nothing of value suggested by the more radical leaders of the adult education movement which does not exist, in embryonic form at least, in the present educational system. One is inclined to agree with Alonzo G. Grace when he smiles at the "great tidal wave of educational enthusiasm which has surged in upon the poor masses", and says the sins that committed in the name of adult education have been many and grevious (33:672). He

concludes that adult education must mean: first, education for constructive citizenship; second, wise use of leisure time; third, education for health; fourth, the development of fundamental skills and a knowledge of tools; and fifth, parental education (33:673). These five parallels of development seem worthy of serious thought by progressive educators.

Adult education controlled by radical thinkers may prove a very destructive force in American life, but adult education led by constructively progressive educators will be but a part of the great superstructure of education which future generations will build upon the foundation of our present educational system. Workers' schools, which many of the writers on adult education so much admire, may be, as they indicate, a splendid success in England, where but fourteen per cent of the population of secondary school age is enrolled in high schools, but in the United States, with fifty-two per cent of the population of secondary school age in high school, "workers' education" should be but one course of study in a varied curriculum. "Workers' education is adult education arising out of a social impulse and having a social purpose (15:202). It is a phase of adult education and a stage in the evolution of industrial society."

L. P. Jacks holds that the ultimate aim of adult education is, through constructive citizenship, to improve the

quality of man himself, but we must begin by improving the quality of his work. Many of the leaders in workers' education see only the need of skill and ignore the ultimate aim. The more distinct the unit or division of workers' education is in the whole field of education, the greater the danger of losing signt of the untimate goal.

There is a desirable tendency, however, at the present time for a merging of the various forms of education for adults under public auspices. This movement will no doubt tend to clarify and organize the problem of adult education, and by giving official recognition to the program of adult education may check the insidious radical propaganda.

Many questions arise in connection with the study of adult education. For example, to what extent should adult education be tax supported? Opinions differ widely. Present data would be inadequate even to hazard a guess in answer to that question, but reason would indicate that adult education should be largely self-supporting. The aim of any program of adult education should be to offer opportunity to the adult, not financial aid.

But such problems may well be left to future educational administrators, to be answered as they arise. The essential need today is that not a few but all the leading educators of the country be aroused to a realization of the tremendous force and significance of the adult education movement which

has appeared in the past five years, and which daily gains greater impetus. Realizing the significance of the movement, American educational leaders may direct and develop this force in co-ordination with other educational developments in a way which will bring about the perfection of a great American school system, which will meet all the educational needs of all the American people.

Chicago is in a position to take leadership in a movement considered so significant by some that, under the auspices of the American School Citizenship League, the "Legue Internationale Pour L'education Nouvelle" and the World Federation of Education Associations, an International Bureau of Education was established two years ago at Geneva, Switzerland. The Director of this International Bureau is Dr. Pierre Bovet, Professor at the University of Geneva, and its purpose is three-fold: to disseminate information; to carry on research studies, and as far as possible to co-ordinate educational programs (51:283-5).

Private educational organizations and institutions, many of them, are doing and will continue to do splendid work in adult education. Without any conflict of interests with these private groups the Chicago School System should aim to acquire and maintain leadership in this new field of adult education program. Through sane progressive leadership the

the objectionable tendencies of the program could be eliminated and the most essential and desirable elements fostered.

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REFEREES' REPORTS

It is the practice of the Graduate School to have theses read by three referees. If the first two votes are favorable, the third reading is sometimes omitted. The Graduate Council regularly recommends for the degree all students who have a majority of favorable votes.

Students are frequently required to rewrite portions of their theses because of the referees' criticisms. This will explain why references to pages are sometimes inaccurate and why shortcomings concerning which comment is made in the reports are found not to exist.

THESIS: THE STATUS OF ADULT EDUCATION IN THE PUBLIC SCHOOL SYSTEM OF CHICAGO, ILLINOIS, 1928-30

The thesis reveals a marked ability to organize and present clearly and concisely the data of her problem.

An excellent piece of work--I heartily recommend its acceptance. On the basis of her thesis I would recommend a cum laude for the candidate.

Wm. H. Johnson

THESIS: THE STATUS OF ADULT EDUCATION IN THE PUBLIC SCHOOL SYSTEM OF CHICAGO, ILLINOIS, 1928-30

I read with pleasure Miss June McCarthy's thesis on "The Status of Adult Education in the Public School System of Chicago, Illinois, 1928-30." Because of the vast amount of statistical "source stuff" which the writer gathered and assimilated, her work was at times a bit hard to follow. Yet because of the inclusion of so much "first-hand" data the candidate should be commended.

Her Chapter on Conclusions and Suggestions was one of the best I have seen in research studies for the master's degree.

Howard Egan